

Univerzita Hradec Králové
Pedagogická fakulta
Katedra anglického jazyka a literatury

Aktivizace žáků ve výuce cizích jazyků

Diplomová práce

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Studijní obor: Učitelství pro 2. stupeň ZŠ – anglický jazyk a literatura
Učitelství pro 2. stupeň ZŠ – německý jazyk a literatura
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Hradec Králové

2016

Zadání diplomové práce

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Studijní obor: Učitelství pro 2. stupeň ZŠ - anglický jazyk a literatura, Učitelství pro 2. stupeň ZŠ - německý jazyk a literatura

Název diplomové práce: Aktivizace žáků ve výuce cizích jazyků
Název diplomové práce AJ: Activating Pupils in Foreign Language Teaching

Cíl, metody, literatura, předpoklady:

Diplomová práce se bude zabývat aktivizací žáků ve výuce cizích jazyků, zejména anglického a německého jazyka. Teoretická část představí aktivizující výukové metody na základě česky, anglicky a německy psané odborné literatury. Praktická část bude např. vycházet z dotazníkového průzkumu provedeného na základních školách. Práce je psaná anglicky.

Průcha J.: Pedagogická encyklopedie, Portál 2009 Průcha, J.: Pedagogický slovník, Portál 2013
Kotrba T.: Aktivizační metody ve výuce, Barrister & Principal, 2011 Zormanová, L.: Výukové metody v pedagogice, Grada 2012 Maňák J., Švec, V.: Výukové metody, Paido 2003 Harmer, J.: The Practice of ELT, Pearson/Longman 2011 Ur, P.: A Course in Language Teaching, CUP 1999
Hedge, T.: Teaching and Learning in the Language Classroom, OUP 200 Hájková V., Strnadová, I.: Inkluzivní vzdělávání, Grada 2010 Valenta, M.: Přístupy ke vzdělávání cizinců v České republice, UPOL 2003

Anotace:

Tato diplomová práce se zabývá aktivizací žáků ve výuce cizích jazyků, zejména anglického a německého jazyka. Teoretická část začíná krátkým představením současného stavu výuky cizích jazyků v České republice. Další část diplomové práce představuje výukové metody a zaměřuje se především na české, anglické a německé pojetí aktivizace a aktivizujících výukových metod. Dále jsou zde stručně přiblíženy přístupy a metody používané ve výuce cizích jazyků. Teoretická část diplomové práce se také zabývá pojetím aktivizace v Rámcovém vzdělávacím programu pro základní vzdělávání. Praktická část vychází z dotazníkových průzkumů prováděných na základních školách mezi žáky a učiteli německého a anglického jazyka. Tato část diplomové práce se zabývá aktivizací žáků a používáním aktivizujících výukových metod v hodinách anglického a německého jazyka. Praktická část práce také obsahuje ukázky aktivit, které lze ve výuce cizích jazyků použít.

Garantující pracoviště: Katedra anglického jazyka a literatury a oddělení francouzského jazyka,
Pedagogická fakulta

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Datum zadání závěrečné práce: 27.11.2014

Prohlášení

Prohlašuji, že jsem tuto diplomovou práci vypracovala (pod vedením vedoucí diplomové práce) samostatně a uvedla jsem všechny použité prameny a literaturu.

V Hradci Králové dne 1. 6. 2016

.....

Prohlášení

Prohlašuji, že diplomová práce je uložena v souladu s rektorským výnosem č. 1/2013 (Řád pro nakládání se školními a některými jinými autorskými díly na UHK).

Datum:

Podpis studenta:

Poděkování

Na tomto místě bych chtěla poděkovat vedoucí mé diplomové práce Mgr. Pavle Machové, M.A., Ph.D. za odborné vedení práce, poskytování rad, připomínek a poznámek.

Anotace

TRNKOVÁ, Taťána. *Aktivizace žáků ve výuce cizích jazyků*. Hradec Králové: Pedagogická fakulta Univerzity Hradec Králové, 2016. 99 s. Diplomová práce.

Tato diplomová práce se zabývá aktivizací žáků ve výuce cizích jazyků, zejména anglického a německého jazyka. Teoretická část začíná krátkým představením současného stavu výuky cizích jazyků v České republice. Další část diplomové práce představuje výukové metody a zaměřuje se především na české, anglické a německé pojetí aktivizace a aktivizujících výukových metod. Dále jsou zde stručně přiblíženy přístupy a metody používané ve výuce cizích jazyků. Teoretická část diplomové práce se také zabývá pojetím aktivizace v Rámcovém vzdělávacím programu pro základní vzdělávání. Praktická část vychází z dotazníkových průzkumů prováděných na základních školách mezi žáky a učiteli německého a anglického jazyka. Tato část diplomové práce se zabývá aktivizací žáků a používáním aktivizujících výukových metod v hodinách anglického a německého jazyka. Praktická část práce také obsahuje ukázky aktivit, které lze ve výuce cizích jazyků použít.

Klíčová slova: výukové metody, aktivizace, aktivizující výukové metody, cizí jazyky

Annotation

TRNKOVÁ, Taťána. *Activating Pupils in Foreign Language Teaching*. Hradec Králové: Faculty of Education, University of Hradec Králové, 2016. 99 pp. Diploma Degree Thesis.

This diploma thesis deals with activating pupils in foreign language teaching, particularly English and German language. The theoretical part begins with a short introduction of the current state of foreign language teaching in the Czech Republic. Next part of the diploma thesis introduces teaching methods and focuses mainly on Czech, English and German conception of activating and activating teaching methods. Furthermore, approaches and methods applied in foreign language teaching are described in this section. Theoretical part of the diploma thesis deals also with conception of activation in Framework educational programme for basic education. Practical part is based on questionnaire surveys conducted among pupils and teachers of German and English at elementary schools. This part of the diploma thesis deals with the activation of pupils and with application of activating teaching methods in English and German lessons. Practical part of the thesis also includes examples of some activities that can be employed in foreign language teaching.

Keywords: teaching methods, activation, activating teaching methods,
foreign languages

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Introduction

This diploma thesis deals with activating pupils in foreign language teaching. The significance of the activating methods at the present time was decisive for the choice of the topic. The subject of the thesis is topical because the activation is emphasized in the present-day teaching. Many pedagogues are concerned with this topic and many publications dealing with activating are written nowadays.

The main aim of this diploma thesis is to introduce activation and activating teaching methods and to ascertain their role in foreign language teaching, particularly in English and German languages. The aim of the practical part is to find out more about the activation of pupils and application of the activating teaching methods in the foreign language instruction.

The diploma thesis is divided into theoretical and practical part. The beginning of the theoretical part outlines the current state of teaching foreign languages at elementary schools. The second chapter introduces teaching methods and gives a brief description of approaches and teaching methods in foreign language teaching. The next chapter deals with activating teaching methods. It focuses on Czech, English and German conception of activating and activating teaching methods. The last chapter of the theoretical part is dedicated to activation of pupils in the curriculum document Framework educational programme for basic education.

The practical part is based on the research. The fifth chapter provides description of research conducted among foreign language teachers and the sixth chapter deals with research conducted among pupils of lower secondary schools. The last chapter includes practical activities that were used during my pedagogical training, either in English or German lessons. This chapter is also based on the results of research gained from questionnaires distributed to pupils. It gives a brief description of activities that were evaluated by pupils in a positive way. It is possible to modify the activities depicted in the seventh chapter depending on subject matter and aims of lesson and to apply them in other lessons.

While writing this diploma thesis and formulating the thoughts, I worked with sources all of which are listed at the end of the thesis in the Bibliography section. The Internet sources are stated unabridged in the Bibliography, however, for comfortable reading they are shortened in the text of the thesis (for example citation related to the Framework educational programme for basic education (2007) occurs in the text of the thesis as follows: FEP, 2007 [online]. Full reference is given in the Bibliography section (FEP. *Framework educational programme for basic education*. [online]. Prague: Research Institute of Education in Prague,

2007. [cit. 2016-3-01]. Available from WWW: <http://www.msmt.cz/vzdelavani/zakladni-vzdelavani/framework-education-programme-for-basic-education>). Concerning the document “Framework educational programme for basic education”, I used the Czech version published in 2013 and the English version published in 2007 (it is the latest official English version) – the latter one for citing direct quotations.

I. Theoretical part

1. FOREIGN LANGUAGE TEACHING

This chapter introduces the current state of teaching foreign languages at elementary schools. (FEP, 2007 [online]; Nezařazení, 2013 [online]; RVP, 2013 [online])

According to the Framework educational programme for basic education (RVP, 2013, p.120 [online]), the educational field “foreign language” belonging to the educational area “Language and communication through language” is compulsory from third to ninth grade and is scheduled three times a week. It is possible to start with foreign language teaching at lower grades provided that the pupils show interest and legal representatives give consent to it. As stated in the Framework educational programme for basic education (FEP, 2007, p.112 [online]), “...pupils must be offered English before other languages; if pupils (their statutory representatives) choose a language other than English, the school must provably inform the pupil’s statutory representative of the fact that the educational system cannot guarantee continuity in the education of the chosen foreign language in case of the pupil’s transfer to another basic school or to secondary school”.

According to this curricular document (RVP, 2013, p.120 [online]), second foreign language is defined as the part of the educational area “Language and communication through language” since the school year 2013/2014. Until that time, the school was obligated to offer second foreign language as an optional subject since it was “...a complementary educational field and allocated 6 lessons in Stage 2.” (FEP, 2007, p.18 [online]) Since the school year 2013/2014, second foreign language is obligatory. Second foreign language teaching must start no later than in eighth grade with minimal time allotment of six lessons. In legitimate cases, the school is allowed to use six lessons in order to consolidate and develop foreign language. (RVP, 2013, p.120 [online]) As stated by Ministry of education, Youth and Sports (Nezařazení, 2013, p.1 [online]), the pupils may have more than six lessons of second foreign language or of first foreign language (in legitimate cases) since the time schedule of six lessons is minimal.

As defined by Ministry of Education, Youth and Sports (Nezařazení, 2013, p.1 [online]), the legitimate cases are following:

- a. special educational needs of pupil (according to article 16 of the School Law)

b. foreign pupils

c. organisational reasons:

- temporary personal problems with arrangement of teaching
- temporary spatial problems with arrangement of teaching

It is stated in the document published by Ministry of Education, Youth and Sports (Nezařazení, 2013, p.1 [online]) that the school principal is allowed to give pupils of parallel classes, or pupils of different classes into the same group. In the last resort, the pupils with different levels may be educated in the same group. It means that the headmaster is allowed to put together a group of advanced pupils and beginners or a group of pupils educated in educational fields foreign language and second foreign language.

Schools may offer German, French, Spanish, Italian, Russian, Slovak, Polish, or another language as second foreign language. English as second foreign language must be offered to pupils who did not choose English as their first foreign language. (RVP, 2013, p.120 [online])

As stated in the Framework educational programme for basic education (RVP, 2013, p.17 [online]), the pupils are expected to achieve level A2 (based on the Common European Framework of Reference for Languages) in the first foreign language. Regarding second foreign language, education leads to achievement of level A1.

The area “Language and communication through language” is very important in the process of education. Both mentioned educational fields (foreign language, second foreign language) “...contribute to understanding and discovering facts that go beyond the experience facilitated by the mother tongue. These fields provide a vivid language basis and the prerequisites for the pupils’ ability to communicate within an integrated Europe and the rest of the world.” (FEP, 2007, p.19 [online])

2. TEACHING METHODS

This chapter introduces and summarizes the principal terms and facts concerning teaching methods. (Maňák, 1997; Maňák, Švec, 2003; Mojžíšek, 1985; Vališová, Kasíková, 2011; Zormanová, 2012)

The word method comes from Greek word “meta hodos” which means “...the way heading to some goal”. (Zormanová, 2012, p.13) Zormanová (2012, p.13) states that this term represents certain means, directions and procedures, which help to achieve the goals set not only in schooling, but in whatever activity. Regarding teaching method, it can be defined as “...organized system of teaching activities of teacher and activities of pupils that lead to achievement of stated educational goals”. (Maňák, Švec, 2003, p.23)

Already in the period of Ancient Rome, Romans dealt with methods of teaching. Roman pedagogue Marcus Fabius Quintilianus, who focused on teaching techniques in his book aimed at education of rhetorician, is connected with the first publication concerning with methodology. (Zormanová, 2012, p.23)

Attempts to define the concept of teaching method can be already seen when going back to time of John Amos Comenius, pioneer of modern education, who stated that teaching method is “...a kind and a way of activity of a teacher and pupil”. (Mojžíšek, 1985, p.5)

According to Mojžšek (1985, p.5-7), many other Czech educationalists (Lindner, Chlup, Kádner, Vrána, Václavík and others) have dealt with the conception of teaching method. Some of them understand the term in a similar way and some interpret teaching method differently. Some educationists, who interpret teaching method more widely, involve even organization forms, principles or structure of teaching in the conception. (Mojžíšek, 1985, p.5-7)

As mentioned above, the teaching methods serve as means by which educational goals can be achieved. Indisputably, the methods are not the only mediators, since the process of teaching is influenced and determined by numerous factors. (Zormanová, 2012, p.13)

Teaching methods have gone through a long process of development. They were influenced by historical background and developed according to conditions in society and according to approach to school and education. (Vališová, Kasíková, 2011, p.191)

As Zormanová (2012, p.22-23) states, in ancient Greece and Rome, the lecture and dialogue methods were the most popular teaching methods. Concerning methods of dialogue, the Socratic dialogue, also known as the Socratic Method, was used the most. The

aforementioned method became the basis of a heuristic approach and is still used in the present-day teaching. The method of didactic game belongs to the next teaching methods employed by the teachers in the ancient times. The importance of game in education was emphasized for instance by famous Greek philosophers Plato and Aristotle, the followers of Socrates. (Zormanová, 2012, p.22-23)

As for education in the Middle Ages, the development of the teaching methods did not make any progress due to the dogmatism and scholastic approach. In medieval schools, the oral method based on memorization of religious texts predominated. Another favourite teaching method was the disputation method being characterized by drawing a conclusion from contrasts. The method of disputation is a kind of discussion during which participants solve expert problems. (Zormanová, 2012, p.23-24)

The Renaissance period is connected with changes in education. At that time, foundations of modern pedagogy efforts were laid and there appeared first efforts to reduce theoretical learning, especially learning by rote, at schools. Furthermore, it came to the development of teaching methods. (Zormanová, 2012, p.24)

According to Zormanová (2012, p.24), major changes in organization of education are connected with prominent Czech pedagogue John Amos Comenius who emphasized the importance of learning through the sensory perception. An illustration and demonstration were considered by Comenius to be the central didactical principles. As Zormanová (2012, p.26) states, Comenius introduced three new methods, syncritic (the method of comparison), analytic and synthetic methods, which are ranked among logical methods nowadays. Moreover, he is regarded to be the first who claimed that teaching and teaching methods should be proportional to the age of learners. Vališová and Kasíková (2011, p.192) state that Comenius's ideas had significant influence upon further pedagogues such as Jean Jacques Rousseau or Johann Heinrich Pestalozzi.

As Vališová and Kasíková (2011, p.192) state, at the beginning of the nineteenth century, Johann Friedrich Herbart, who introduced the theory of formal steps of instruction, played an important part in the methodical thinking. Herbart's theory, which led to the verbalism, formalism, learning by heart, and passivity of learners, was absolutized by his successors, the Herbartians. "The essence of this theory is persuasion that instruction should be realized in four stages, so called formal steps..." (Zormanová, 2012, p.26) Herbart defined four steps of instruction in the following way: clarity, association, system and method. (Zormanová, 2012, p.26)

According to Zormanová (2012, p.27-28), Herbart's teaching methodology led to reformatory efforts to alter the current organization of instruction and teaching methods. At the beginning of the twentieth century, new teaching methods rejecting passivity of pupils emerged. These methods emphasize learners' activity and engagement of pupils in lessons. They lay stress on activity of pupils who are supposed to be involved in the process of teaching so that the stated goals can be accomplished. The project method, problem solving method, or methods of dialogue and discussion became the preferred methods of teaching. In addition to that, methods connected with motor activity such as laboratory and practical classes started to spread rapidly through many schools. (Zormanová, 2012, p.27-28)

As Zormanová (2012, p.28) states, an American educational reformer John Dewey belongs to one of the critics of mentioned Herbart's conception distinguished by perception of the learners as passive participants of education. Dewey developed so called pragmatic pedagogy that put emphasis on pupils and development of their experience. According to Dewey, process of teaching should serve not only as transferring of knowledge but also as acquiring of experience by pupil's activity. The pragmatic school places emphasis on independent work and active learning that motivates learners and arouses their interest. (Zormanová, 2012, p.28)

According to Zormanová (2012, p.28), the pragmatic pedagogy became foundation of both project and problem solving methods. Problem solving method developed by John Dewey is characterized by encouraging pupils to deduce new pieces of knowledge independently or with the help of teacher. The learners do not just receive information in a passive manner, which implies that they develop their learning skills and learn to think. (Zormanová, 2012, p.28)

Regarding pedagogical tendencies at the beginning of the twentieth century, increasing stress was laid on pupil activity, experience gained from practical work, and development of his or her mental processes. Many specialists, Adolphe Ferriere, George Kerchensteiner, William Heard Kilpatrick and John Dewey "...endeavoured to interconnect pupil's intellectual activity with manual activity and to develop intellectual activity as well as affective and volitional sides of personality..." (Vališová, Kasíková, 2011, p.192)

As stated in publication by Vališová and Kasíková (2011, p.193), after the Second World War, curriculum began to evolve extensively and the contents of education were modernized. At that point in time, issues related to the teaching methods gradually ceased being neglected. "A whole range of innovative theories and conceptions started to focus not only on the methodical competences of teacher but also on active involvement of pupils, who should not

merely be an object of external action but also a subject of their own self-realization.” (Vališová, Kasíková, 2011, p.193) The above mentioned tendencies are connected with alternative methods that are characterized primarily by positive and constructive attitude, individualization, activity, variability, freedom, cooperation, meaningfulness and comprehensibility. (Maňák, 1997, p.12-13)

2.1. Classification of teaching methods

This subchapter deals with classification of teaching methods. (Maňák, Švec, 2003; Vališová, Kasíková, 2011; Zormanová, 2012)

According to Vališová and Kasíková (2011, p.193), there occur many different classifications of teaching methods in pedagogical literature. Any unified and accredited structure that would be generally valid has not been formed up to the present day. It is mainly caused by the fact that teaching process is multi-faceted. “...The approach to classification does not enable to determine the place of teaching methods sufficiently in the entire educational system.” (Vališová, Kasíková, 2011, p.193)

In the following paragraphs, some classifications, that are most frequent described by authors, are quoted.

As Zormanová (2012, p.14) states, classification of teaching method introduced by Maňák belongs to one of the most frequently quoted ones. Maňák (2001, in Zormanová, 2012, p.14) divides methods of teaching from the following points of view: source of cognition, activity and autonomy of pupils, stages of instruction, mental processes, teaching forms and tools. Furthermore, he includes teaching methods typical for interaction and communication between the students and teacher as well as between student and student. (Zormanová, 2012, p.14) His complex classification of the basic groups of teaching methods is included in the attachment A.

Next classification introduced by Maňák and Švec in the publication titled “Teaching Methods” (2003) offers considerably different view of teaching methods. The authors divide methods according to the complexity of educational relations and the characteristic feature of their conception is “...blending of terms teaching method and organizational form.” (Zormanová, 2012, p.15) The authors of the mentioned publication classified teaching methods into three large groups: classical, activating and complex methods of teaching. Classical teaching methods that are embodied in traditional teaching have existed for a very

long time. These methods are characterized by frontal teaching and by the dominant role of the teacher who transfers knowledge to his or her students. (Zormanová, 2012, p.15-16)

Next, complex teaching methods, are defined by Maňák and Švec as: “...complex methodical structures which envisage various but always compact combination and interconnection of some basic elements of didactic system such as methods, organizational teaching forms, didactic means or life situations...”(Maňák, Švec, 2003, p.131)

Regarding activating teaching methods, they are more thoroughly delineated in the third chapter.

Maňák and Švec classify teaching methods in the following way (Maňák, Švec, 2003, p.49):

A. Classical methods of teaching

I. Verbal methods

1. Narration
2. Explanation
3. Lecture
4. Work with text
5. Conversation

II. Illustratively demonstrative methods

1. Demonstration and observation
2. Work with picture
3. Instruction

III. Practical skills methods

1. Imitation
2. Manipulation, laboratory practise, experimentation
3. Skills formation
4. Production methods

B. Activating methods of teaching

I. Discussion methods

II. Heuristic methods, problem solving methods

III. Situational methods

IV. Staging methods

V. Didactic games

C. Complex methods of teaching

- I. Frontal teaching
- II. Group and cooperative teaching
- III. Partner teaching
- IV. Individual and individualized teaching, individual work of pupils
- V. Critical thinking
- VI. Brainstorming
- VII. Project teaching
- VIII. Teaching through drama
- IX. Open learning
- X. Learning in life situations
- XI. Teaching by television
- XII. Teaching supported by computer
- XIII. Suggestopedia and superlearning
- XIV. Hypnopedia

As Zormanová (2012, p.18-19) states: Mojžíšek or Lerner introduced other well-known classifications of teaching methods. The former classifies teaching methods according to the stages of teaching (motivational methods, methods of exposition, methods of fixation, diagnostic and classification methods) and the latter according to the pupil's activity and heuristic (information-receptive, reproductive, problem facing, heuristic and research methods). (Zormanová, 2012, p.18-19)

2.2. Approaches and methods in language teaching

This subchapter introduces fundamental terms (such as method, approach or technique) which appear in connection with the foreign language teaching. (Richards, Rodgers, 2001)

Regarding the description of methods, it is central to distinguish the difference between underlying theoretical principles and the procedures derived from them. American applied linguist Edward Anthony introduced a scheme in order to illuminate this difference. Proposed scheme differentiates three terms: approach, method and technique. Richards and Rodgers (2001, p.19) characterize Anthony's model as follows. "...Approach is the level at which

assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described.” (Richards, Rodgers, 2001, p.19) The techniques are actually carried out and they implement a method that corresponds with an approach. “...Method is an overall plan for the orderly presentation of language material...” (Anthony, 1963 in Richards, Rodgers, 2001, p.19), while an approach deals with the nature of the subject matter. (Richards, Rodgers, 2001, p.19-20)

Richards and Rodgers (2001, p.19-34) amended and extended the scheme proposed by Anthony because he does not provide a comprehensive model. They distinguish three levels of conceptualization and organization within a method: approach, design and procedure. In their model, approach concerns the theories about the nature of language and language learning. Design deals with the objectives of a method, selection and organization of language content (syllabus model), types of learning tasks and teaching activities, and with the roles of learners, teachers and instructional materials. The level of procedure (technique in Anthony’s model) includes the “...techniques, practices, and behaviours that operate in teaching a language according to a particular method.” (Richards, Rodgers, 2001, p.31) As Richards and Rodgers (2001, p.20) state, “...a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure...”.

2.3. Teaching methods in foreign language teaching

This subchapter briefly outlines concept of methodology in the foreign language teaching and introduces the classification of foreign language teaching methods. (Helbig, 2001; Larsen-Freeman, 2000; Neuner, 1993)

Regarding teaching German as a foreign language, Neuner (1993) distinguishes seven teaching methods: Grammar-Translation Method (Grammatik-Übersetzungs-Methode), Direct Method (Direkte Methode), Audio-Lingual Method (Audiolinguale Methode), Audio-Visual Method (Audiovisuelle Methode), Method of Compromise (Vermittelnde Methode), Communicative Didactic (Kommunikative Didaktik), Intercultural Didactic (Interkulturelle Didaktik).

In addition to the traditional methods, the innovative-alternative teaching methods, which developed as a reaction to the traditional methods, are employed in the foreign language

teaching. The innovative-alternative methods used in the foreign language teaching are for instance Total Physical Response, Community Language Learning, Silent Way or Suggestopedia/ Superlearning. (Helbig, 2001, p.849)

Larsen-Freeman (2000) deals with the teaching techniques in English as a second language. He introduces both traditional and alternative methods: Grammar-Translation Method, Direct Method, Audio-Lingual Method, Silent-Way, Desuggestopedia, Community Language Learning, Total Physical Response and Communicative Language Teaching.

English and German publications state similar classification of foreign language teaching methods. The classification introduced by Neuner (1993) includes extra methods, such as Audio-Visual Method, Method of Compromise, Intercultural Didactic, that are not contained in Larsen-Freeman's (2000) classification.

3. ACTIVATION AND ACTIVATING TEACHING METHODS

This chapter gives a definition of terms such as activity, activation and activating teaching methods. It introduces Czech conception of activating teaching methods, their classification and characteristic. The last subchapter outlines the English and German conception of activation in the foreign language teaching.

3.1. Characteristic of activity, activation and activating teaching methods

This subchapter deals with terms such as activity, activation and activating teaching methods. (Kotrba, Lacina, 2007; Maňák, 1998; Maňák, Švec, 2003; Pecina, Zormanová, 2009)

Activating teaching methods are inseparably connected with the terms activity and activation. Maňák defines the term activity as “...increased intensive activity of pupil...”. (Maňák, 1998, p.29) For one thing, the pupil’s activity is based on “...inner inclinations, spontaneous interests, emotional incentives or life needs, for another on a conscious effort aimed at acquirement of relevant knowledge, skills, habits, attitudes or behaviour”. (Maňák, 1998, p.29)

Maňák distinguishes four stages of pupil’s activity (Maňák, 1998, p.33-34):

- enforced activity: The pupils are forced to some activity by the teacher.
- induced activity: The students become involved in some activity after the teacher instructs them to do it. Motivation of pupils, interesting methods and appreciation are of great importance.
- independent activity: It is connected with pupils’ interest in particular activity which is done rather individually and without compulsion.
- engaged activity: Great activation of pupils is expected. The pupils are able to solve problems relatively independently. The activity results in creative work under appropriate circumstances.

According to Pecina and Zormanová (2009, p.23), autonomy and creativity are higher degrees of pupils' activity. Student's autonomy is characterized by making own effort to acquire knowledge and skills, primarily by means of problem solving. (Maňák, 1998, p.41)

As Pecina and Zormanová (2009, p.23) state, the highest degree of pupils' activity is their creativity. Thinking, memory, imagination, fantasy and other qualities plays an important role in the process of creativity. Moreover, creative abilities such as sensitivity, flexibility or originality are involved in the process. (Pecina, Zormanová, 2009, p.24)

The activity is connected with the term activation that represents more intensive activity provoked by appropriate means. The issue is that the activity is aroused intentionally. (Maňák, 1998, p.34)

Active learning was emphasized already by John Amos Comenius. Kotrba and Lacina (2007, p.40) suggest that activating methods are indirectly based on Comenius' approach. Activating teaching methods lay emphasis on pupil's own experience. As stated by Kotrba and Lacina (2007, p.40), a man remembers much more when more sensory organs are used during the process of exposition or when she or he experiences and samples something personally.

As mentioned above, besides classical and complex teaching methods there exist activating teaching methods. According to Maňák and Švec (2003, p.105) who derive from Jankovcová, Průcha, Koudela (1988), activating teaching methods are "...the procedures that lead instruction so that educational aims are achieved primarily by pupils' own learning activity, the emphasis is put on thinking and problem solving". (Maňák, Švec, 2003, p.105)

As stated by Kotrba and Lacina (2007, p.39), "the activating teaching methods improve the process of instruction from the methodical point of view and make teaching more efficient. The main aim of the activating methods is to transform static monological methods into dynamic form...". This new active form draws pupils into the issue naturally and their interest in subject matter increases. (Kotrba, Lacina, 2007, p.39)

As Kotrba and Lacina (2007, p.41) state, the methods in question are introduced into the lessons because of the effort to change pupil's attitude to the instruction. The pupil changes from a passive recipient into an active participant and a partner of the teacher. The activating teaching methods are based on the theories that acquirement of new pieces of knowledge is much faster and better when it is connected with own experience, with pupil's active involvement in the teaching process. Kotrba and Lacina point out that the aim of the lesson in which activating teaching methods are employed is the same as by the other methods. "...The principal aim is still the increase of students' knowledge. (...) Only the form of information

transferring and the engagement of students in the teaching process alter.” (Kotrba, Lacina, 2007, p.41)

According to Kotrba and Lacina, “the aim of the activating teaching methods is to teach students to cooperate with others, to participate in solving of various problem tasks.” (Kotrba, Lacina, 2007, p.42) Owing to the use of activating teaching methods in the teaching process, the pupils develop skills of self-presentation, communication and presentation skills, abilities to present arguments, to defend own opinions, and to compromise. Furthermore, social skills, creativity, analytical and critical thinking, ability to behave, and to identify with certain roles are developed. The emphasis is also laid on pupil’s autonomy and responsibility. (Kotrba, Lacina, 2007, p.42)

Kotrba and Lacina point out that “...it is not possible to employ activating teaching methods in all stages of instruction”. (Kotrba, Lacina, 2007, p.42) The authors state that it applies especially to the stages of summarization, consolidation, and systematization, in which classical methods instead of activating methods should be used in order to avoid inaccuracy and confusion. (Kotrba, Lacina, 2007, p.42)

According to Kotrba and Lacina (2007, p.47), the use of activating methods causes friendlier atmosphere in class and helps teachers come to know their pupils more. It enables teachers to get to know pupils both from a psychological and social point of view, which means that they have the opportunity to know not only pupils’ personalities but also relationships between students. (Kotrba, Lacina, 2007, p.47)

Some problems can occur when the activating teaching methods are introduced into the instruction. Kotrba and Lacina (2007, p.49) divide them in the following way: obstacles that occur by the teacher, by pupils and by school leadership; problems with the material equipment; and obstacles related to finances, time and organization. Regarding obstacles that can appear by the teachers, Kotrba and Lacina (2007, p.50) state that the most common problems are psychological barriers in the use of new didactical techniques, lack of experience, reluctance of teachers to introduce new methods in the instruction and inaccessibility of literature dealing with the activating teaching methods.

3.2. Classification of activating teaching methods

This subchapter deals with classification of activating teaching methods. (Kotrba, Lacina, 2007; Maňák, Švec, 2003)

Activating teaching methods can be divided diversely. As Kotrba and Lacina suggest, the division that is the most useful for the needs of teachers is following (Kotrba, Lacina, 2007, p.81):

- a. according to the strenuousness of lesson preparation (time, material equipment, aids which are needed for realization)
- b. according to the time consumption in lesson
- c. according to the categorization (games, situational, discussion, staging, problem exercises)
- d. according to the purpose and aims of application in lesson (to diagnostics, revision, motivation, as new forms of presentation, to relaxation)

Kotrba and Lacina (2007, p.81-82) rate problem teaching, games, discussion methods, situational methods, staging methods and special methods among activating teaching methods. Classification introduced by Maňák and Švec (2003) is similar to Kotrba and Lacina's categorization. As stated in the previous chapter, Maňák and Švec (2003, p.49) class discussion methods, heuristic, problem solving methods, situational methods, staging methods, and didactic games as activating teaching methods. The latter classification is used in the subsequent subchapter dealing with the characteristic of activating teaching methods.

3.3. Characteristic of activating teaching methods

This subchapter includes the main characteristic of activating teaching methods. It gives a brief description of discussion methods, heuristic, problem solving methods, situational methods, and staging methods. Didactic games that are also ranged among the activating teaching methods are depicted in more detail. (Hendrich, 1988; Jankovcová, Průcha, Koudela, 1989; Kotrba, Lacina, 2011; Maňák, 1997; Maňák, Švec, 2003; Průcha, Walterová, Mareš, 2008; Zormanová, 2012)

3.3.1. Discussion methods

According to Maňák and Švec (2003, p.108), the discussion method is a communication between the teacher and his or her pupils. The participants of the discussion exchange opinions about a certain topic, they argue for their opinions by using their knowledge and they collectively find a solution to a posed problem.

As Maňák and Švec (2003, p.109-110) state, thanks to the method of discussion the students acquire ability to actively and swiftly think and to understand the problem lucidly. Furthermore, the pupils practise communication and they learn to express themselves appropriately. They have opportunity to react to the different opinions and attitudes of the other participants and to correct their opinions via feedback provided by the other pupils. The asset of the discussion method is that the participants can use their thinking and judgement in practice.

In my opinion, the teachers are aware of the advantages of discussion methods because they often use this type of activating method in the present-day teaching. The frequent use of discussion methods can be supported not only with my own experience but also with the results of research that are presented in the practical part of thesis (subchapter 5.3., page 51).

The publications that concern with the methods in question introduce many variations of discussion. The variations are for example brainstorming, brainwriting, rounds, discussion on the basis of propositions, discussion on the basis of paper, chain discussion, discussion at the table, panel discussion, debate, discussion in small groups, symposium, discussion during the lecture, or discussion after the lecture.(Kotrba, Lacina, 2011, p.127; Maňák, Švec, 2003, p.111). In the following paragraphs, some discussion methods that are in my opinion used most in the foreign language teaching are introduced.

Brainstorming that belongs to the most widely used methods of discussion is based on the associative thinking. “The aim of the brainstorming is mainly the production of new ideas and hypotheses that should lead to the resolution of a certain problem.” (Kotrba, Lacina, 2011, p.128) The main topic is showed through the projector or written for example on the board or flip chart. The course of the discussion and all opinions that are expressed by the participants are supposed to be recorded. Next stage of discussion and assessment of recorded ideas ensues after the production of ideas. (Kotrba, Lacina, 2011, p.127-128)

Brainwriting is a written variation on brainstorming. Kotrba and Lacina (2011, p.130) mention different forms of brainwriting. Writing ideas on the slips of paper that are

subsequently fastened to the board is the basic and the easiest variant of the method in question.

The next discussion method “discussion in small groups” has the following advantages. As Kotrba and Lacina (2011, p.137) state, owing to the smaller number of discussants, all participants of discussion have opportunity to express their opinions about a posed problem or topic. According to Maňák and Švec (2003, p.111), discussion in small groups not only enables differentiation of pupils but it also improves social relations, develops creativity and encourages effective learning and cooperation.

3.3.2. Heuristic, problem solving methods

As Maňák and Švec state (2003, p.113), heuristics comes from Greek word “heuréka” which means “I have found”. It is a “...science studying creative thinking and also heuristic activity, i.e. way of problem solving.” (Maňák, Švec, 2003, p.113) Heuristic method is based on the independent acquirement of knowledge which means that the students discover new information by using their own skills and existing knowledge. Unlike traditional teaching, the teacher does not directly purvey information to children while using the problem solving method. Nevertheless, the teacher holds the role of helper, adviser and controller. He or she leads the students to individual discovering that he or she controls and directs. (Maňák, Švec, 2003, p.113)

“The main mission of the heuristic techniques is to instigate individual and creative thinking by the pupils...” (Maňák, Švec, 2003, p.114) The teacher employs varied techniques such as asking problem questions, introduction of interesting problems and situations, and others.

As Maňák and Švec (2003, p.114) state, the most effective and highly-developed heuristic technique is the method of problem solving - problem teaching, which is based on learning by trial and error. (Maňák, Švec, 2003, p.113-114) According to Kotrba and Lacina (2011, p.98-99), the teachers employ problem teaching mostly by using problem questions such as: “Why..., How would you explain..., Prove..., How does it differ..., How is it connected with..., Determine..., What is the main difference..., What is the reason for..., Compare..., Describe...,What common features..., How is it possible to use...”

(Maňák, 1997, p.41) I am in agreement with authors because I noticed during my pedagogical practical training that the teachers use mentioned problem questions relatively often.

Unfortunately, the problem solving methods are highly time-consuming and demanding not merely for teachers but also for pupils, who are not always able to achieve expected results.

3.3.3. Situational methods

According to Kotrba and Lacina (2011, p.142), the resolvable, lucid and appropriate situation that derives from real events forms the basis of the situational methods. There is often necessity of the use of complex approach because a problem situation has ordinarily more solutions. The students are led to using their knowledge and skills from other subjects. Kotrba and Lacina (2011, p.142-143) present four ways how the problem situation can be introduced to the students:

1. Text form (story, description of concrete situation, professional article, extract from a book),
2. Audio extract (interview recording, analysis of musical composition, demonstration of poetry, recorded story, description of concrete situation)
3. Video extract (professional, professionally oriented films, scenes acted in company environment, theatre extracts, commercial, company presentations)
4. Computer support (it is possible to mediate a situation through websites – they can include text, photographs, short videos or audio extracts, PowerPoint presentations, teaching programmes or some forms of e-learning)

As Maňák and Švec (2003, p.120-122) state, the students' task is to gather as many data as possible in order to solve a given problem. Regarding assets, the pupils develop creative thinking and communication skill. They learn to gain information, to work with gained information, to apply theoretical knowledge in practical situations, to cope with a real problem, to cooperate with the others, to discuss, to argue and to defend their opinions. Thanks to the employing of these methods, the students are getting ready for real situations, real conflicts which can appear in their everyday life. The main drawbacks of the situational methods are time consumption, material demands, static depiction of dynamic processes,

simplification and modification of a given problem, too big emphasis on analysis of the situation to the detriment of looking for more solutions. (Maňák, Švec, 2003, p.120-122)

3.3.4. Staging methods

According to Kotrba and Lacina (2011, p.147), it is possible to define the staging methods as methods of playing the social roles. The methods in question are based on the identifying with an assigned role and playing a certain situation. In the staging methods, direct experience is emphasized, which means that the pupil should not be a passive spectator. In other words, the student remembers and learns much more when he or she actively participates (plays some role) than when he or she receives information passively. (Kotrba, Lacina, 2011, p.147)

As Maňák and Švec (2003, p.123) state, the point is that the role playing and problem solving is combined in the staging methods. The pupils are dragged in some situation and they play certain characters and activities. As reported by Kolář and Šikulová (2007), the staging methods have a lot in common with didactic games and dramatization. Staging is based on simulation of certain event from everyday life. (Kolář, Šikulová, 2007 in Kotrba, Lacina, 2011, p.147)

According to Kotrba and Lacina (2011, p.147-148), staging plays a big role in the foreign language teaching, which offers many opportunities – playing situations from everyday life such as shopping, travelling or visiting the theatre. The students are enabled to identify with some role and to try how to behave in situations, which can appear in connection with the use of foreign languages. Maňák and Švec (2003, p.125) state that so called pair teaching has proved successful in the foreign language teaching. It means that the children work in pairs and practice a certain situation, for example guiding of stranger in town. (Maňák, Švec, 2003, p.125)

The methods in question encourage the development of communication skills in the foreign language instruction. Furthermore, they enable students to gain new emotional experiences and to learn the way how to behave and react appropriately. The staging methods contribute to the development of pupils' personality and to the refinement of all mental processes. However, they are highly time-consuming and lesson planning places more demands on the teacher. Next drawback is the fact that some pupils do not always take a role playing seriously and consider it merely to be a fun. Therefore a good preparation of lesson,

sufficient motivation and creation of a pleasant atmosphere in the classroom are needed. (Maňák, Švec, 2003, p.124-125; Kotrba, Lacina, 2011, p.147)

Despite mentioned disadvantages, the staging methods are frequently applied by foreign language teachers which may be evidenced by data gained from research conducted among teachers (see subchapter 5.3., page 52).

3.3.5. Didactic games

Zormanová (2012, p.64) defines didactic game as voluntarily chosen activity that mainly aims to acquire or fix learning material. The didactic game “...activates pupils and develops their thinking and cognitive functions”. (Zormanová, 2012, p.64) As stated in Pedagogical dictionary (Průcha, Walterová, Mareš, 2008, p.43), the advantage of didactic game is its stimulating load that arouses pupils’ interest and increases engagement in certain activities. The load also encourages pupils’ creativity, spontaneity, cooperation and competitiveness. Moreover, the students are forced to employ various knowledge, skills and life experiences.

When the game is used in the lesson, the target of it must be set, because the game as well as the whole process of education “...should contribute to the development of social, cognitive, creative, physical, volitional and aesthetical competences of pupils.” (Maňák, Švec, 2003, p.127) On the one hand it is important to avoid purposeless and unrestricted game that does not have any target and on the other hand the purpose of the game should not be overlapped with the educational objectives. (Maňák, Švec, 2003, p.126-127)

As Maňák and Švec (2003, p.126) declare, it is difficult to give a complete overview of didactic games, because the authors of pedagogical publications have different ideas of the term game and they rate different activities among it. There are many classifications of didactic games. Meyer (2000, p.348-349) classifies didactic games according to their content and objectives. The author introduces the following classification: interaction games, simulation games, scenic games. (Meyer, 2000, p.348-349 in Maňák, Švec, 2003, p.128). Jankovcová, Průcha and Koudela (1989, p.100) present more detailed overview and classify didactic games for instance according to duration (short-term, long-term games), venue (classroom, clubroom, nature, playground), predominating activity (acquisition of knowledge, motor skills), and according to the assessment (quantity, quality, time of performance, evaluator teacher – pupil). (Maňák, Švec, 2003, p.128)

Maňák and Švec (2003, p.129) state that the emphasis should be placed on connecting of work (strain) with game (relaxation) and that there should be an unforced transition from game to learning.

As Maňák and Švec (2003, p.129) state, the games in contradistinction to the traditional approaches always develop the whole personality, which means that also mental processes such as imagination or creativity are developed. The advantage of games is that pupils' interest in learning increases and that acquired knowledge, skills and experience are retained longer and better. Moreover, the pupils are enabled to develop social relationships and improve their communication skills thanks to the didactic games. The games also support pupils' activity, autonomy and engagement. Regarding the negative features, the didactic games are as well as other activating teaching methods very demanding. They are time-consuming and place high demands on the teacher. (Maňák, Švec, 2003, p.129)

According to Maňák and Švec (2003, p.130), shorter and simpler games, such as quizzes, competition and others, have become favourite already by teachers in kindergartens and lower primary schools. It is possible to employ these shorter and simpler games in different stages of educational process without interrupting lesson (any time delay or digression from programme). (Maňák, Švec, 2003, p.130)

As Maňák and Švec (2003, p.130) state, the games that support acquirement of language and communication skills in the foreign language teaching belong to the special group of games. According to Hendrich (1988, p.356), language games are motivational, increase pupils' interest in language, and support induction of foreign language atmosphere. Hendrich classifies language games according to the activity that prevails: games oriented on grammar practise, vocabulary practise, practise of sound aspect of language, games oriented on conversation, social entertainment, and other games. (Hendrich, 1988, p.356-357)

Concerning choice of game, the teacher must weigh the objective of game and conditions in classroom. Number of pupils, age, environment, and their level of knowledge and skills must be under consideration. Hendrich emphasizes the necessity of good organization and preparation, because the wrong organization and insufficient lesson planning does not lead to effective results. The students should be lucidly and briefly informed of the given rules. The teacher should play the role of controller and should not unnecessarily interfere in the game. (Hendrich, 1988, p.357-358)

Nowadays, big importance is attached to didactic games. As results of the research presented in the practical part of thesis (subchapter 5.3., page 52) substantiate, they are used by foreign language teachers very frequently. The didactic game has an important place in

teaching which was emphasized already by John Amos Comenius. Nevertheless, I am inclined to think that it should not be overdone and that the games should be used in schools in moderation.

3.4. Conception of Activation in Foreign Language Publications

This subchapter outlines English and German concept of activation in the foreign language teaching. (Betteridge, Buckby, Wright, 2006; Dauvillier, Lévy-Hillerich, 2004; Strauss, 1994; Umstatter, 2002; Ur, 1991)

Concerning Czech methodology, it is highly developed. There exist many publications dealing with the activation and activating teaching methods, which as stated in the previous chapter belong to one of the main groups of teaching methods. Czech publications offer a clearly arranged overview and detailed characterization of the activating teaching methods.

Both English and German methodologies differ from the Czech methodology because they do not contain the group of activating teaching methods. Nevertheless, it is possible to find the features of activation in teaching all four language skills such as listening, speaking, reading, writing, and in teaching formal aspects of language such as grammar, vocabulary and pronunciation. Many English (for instance Betteridge, Buckby, Wright, 2006; Umstatter, 2002) and German publications (for instance Dauvillier, Lévy-Hillerich, 2004) deal with games and activities that make language skills and aspects of language learning funnier and more attractive. These games and activities encompass various features of activation since they demand pupils' activity, creativity, autonomy, cooperation, use of pupils' existing knowledge and skills, problem solving and others. It is possible to liken these games and activities to one of the groups of activating teaching methods - to didactic games that appear in the Czech methodology. There is a very large amount of various games focused on language skills - teaching speaking, listening, reading, writing, and also on language aspects – grammar, vocabulary and pronunciation.

It is possible to notice features of activating teaching methods (discussion methods, heuristic, problem solving methods, situational methods, staging methods and didactic games) in teaching both language skills and aspects of language.

Regarding discussion methods, their attributes can be found in teaching speaking. As mentioned in the subchapter dealing with the methods of discussion, they focus on the development of communication skill. They enable students to learn to express their opinions

and to argue appropriately. As Ur (1991, p.120) states, activities that support development of pupils' ability to express themselves are an important component of teaching speaking.

According to Ur (1991, p.129): "It is certainly arguable that learners will need to function in a wide variety of such contexts, and it makes sense to give them opportunities to try using the target language in simulations of at least a selection of them." Therefore besides discussion tasks there are employed simulations and role-play activities in teaching speaking because they provide such opportunities. Simulation and role playing are characteristic of staging methods. (Ur, 1991, p.132)

When teaching speaking, the emphasis is also put on pupils' activity, high level of participation in activities and on the use of group work. So the tendency to the activation is incontestable in the teaching of speaking. (Ur, 1991, p.120-121)

Concerning the next group of activating teaching methods – heuristic, problem solving methods, it is possible to identify their features in teaching speaking as well. In chapter dedicated to teaching speaking, Ur (1991, p.127) suggests example of activity where the pupils solve a problem which is presented to them. At first the learners should discuss a certain problem, give advice on it and subsequently write a suggested recommendation in the form of a letter. This example of activity shows that elements of problem solving methods are recognizable also in teaching writing. (Ur, 1991, p.127)

It is possible to find a problem solving also in teaching listening in spite of the fact that the listening is "only a 'jump-off point' for extended reading, writing or speaking..." (Ur, 1991, p.114) Listening is involved since a problem situation is described orally. After the presentation of a certain problem, a discussion or writing down a proposed solution ensues. (Ur, 1991, p.114)

Reading as well as listening can be also a starting point for speaking (or writing). A suggestion of a continuation of the story belongs to one of the Ur's ideas for reading activities. Ur (1991, p.146) states that the learners read a story and afterwards suggest what will probably happen next. It is possible to perceive this activity as a brainstorming which is ranked among discussion methods in the Czech methodology. Elements of discussion methods can be found also in teaching writing in the form of brainwriting. (Ur, 1991, p.146)

Concerning teaching pronunciation, Ur (1991, p.54) states that learning and performing dialogues is one of the ways of improving pupils' pronunciation. This is closely connected with role playing that is typical for activating teaching methods.

4. ACTIVATION IN FRAMEWORK EDUCATIONAL PROGRAMME

This chapter deals with the curriculum document Framework educational programme for basic education and its concern for activation of pupils. (FEP, 2007 [online]; Průcha, Walterová, Mareš, 2008; RVP, 2013 [online])

As defined in Pedagogical dictionary (Průcha, Walterová, Mareš, 2008, p.197): “Framework educational programmes specify target orientation of education at certain degree/ for certain field of education and expected outcomes. They are characterized by priorities, aims, key competences and content in broader areas (e.g. language and communication through language, mathematics and its applications, human and society, human and nature, human and health).”

The Framework educational programme for basic education specifies neither the use of particular teaching methods nor the use of organisational forms. Nevertheless, it is written in the principles that the Framework educational programme supports complex approach and that the use of various educational approaches, teaching methods and organisational forms is assumed. (RVP, 2013, p.6 [online])

In this curriculum document, activating teaching methods are mentioned only under the educational trends, where the tendency to “create a favourable social, emotional and working atmosphere based on effective motivation, cooperation and on activating teaching methods” is stated. (RVP, 2013, p.6 [online]) It follows that the use of activating teaching methods is presumed in the educational process.

Regarding the goals of basic education, they are also connected with activation. As stated in the document in question (RVP, 2013, p.8 [online]), stimulation of creative thinking, logical reasoning and problem solving belongs to one of the objectives which basic education makes effort to achieve. Next aims that should be reached are to: “guide pupils to engage in efficient, effective, open communication on all aspects of their life” (FEP, 2007, p.11 [online]) and to “develop pupils’ abilities to cooperate...”. (FEP, 2007, p.11 [online]) All stated objectives are characteristic of the activating teaching methods.

Concerning the Framework educational programme for basic education, it defines the level of key competences which the students should achieve when finishing elementary school. Key competences for basic education are following: learning competences, problem solving competences, communication competences, social and personal competences, civil and work competences. (RVP, 2013, p.6, 10 [online]) It is possible to claim that all key competences are aimed at activation of the pupils.

Problem solving that is a typical feature of heuristic methods is embodied in the key competence termed problem solving competence. It is defined in the document in question (RVP, 2013, p.11 [online]) that when finishing basic education pupils should attain such a level of key competence that they are able to perceive various problem situations, identify and understand problems, contemplate causes, figure out ways how to solve the problems from their own experience and reasoning. By the end of basic education, the pupils should manage to solve the problems independently and in a suitable way. (RVP, 2013, p.11 [online])

Moreover, it is written in the Framework educational programme (FEP, 2007, p.13 [online]) that pupil “seeks for information suitable for solving problems; identifies identical, similar and different features of pieces of information; makes use of acquired knowledge to discover/identify various ways to solve problems...” Additionally, it is stated in the Framework educational programme for basic education that the pupil “...is not discouraged by any failure and persistently seeks the best solution to the problem”. (FEP, 2007, p.13 [online]) It is apparent that the problem solving competence is oriented to the activation of pupils.

Concerning learning competence, it is connected with the activation as well. In the learning competence, the objectives that presume activation of pupil are formulated. The objectives can be summarized as follows: the pupil is able to search for and classify data, to understand, interconnect and systematize them, to use these data in the process of learning and in real life. (RVP, 2013, p.10 [online]) The activating teaching methods put stress on pupils’ autonomy which is also evident in learning competence that specifies that the pupil “makes independent observations and experiments; compares the pieces of knowledge so gained, assesses them critically and draws conclusions from them for future use”. (FEP, 2007, p.12 [online]) The activating teaching methods put emphasis not only on pupil’s ability to work independently without teacher’s help but also on analysis of data and on the use of acquired knowledge and experience in real life. These features appear also in the goals of learning competence. (RVP, 2013, p.10 [online])

Regarding communication competence, the Framework educational programme defines the objectives that assume the activation of pupils in the process of education. As mentioned in the previous chapter, the activating teaching methods focus on development of communication skills. In the discussion methods, pupils practise communication, they learn to express their opinions and to argue appropriately. The employing of both situational and staging methods encourages the development of communication skills. Thanks to the aforementioned methods the pupils have opportunity to learn the way how to react appropriately. The communication competence meets similar goals. In the framework

educational programme, the authors state for instance that the pupil “formulates and expresses his or her ideas and opinions in a logical sequence...” (FEP, 2007, p.13, [online]) and that he or she “listens to other people’s utterances; understands them and responds to them adequately; participates effectively in debates; defends his or her opinion and uses appropriate arguments” (FEP, 2007, p.13 [online]) by the end of basic education. The foregoing abilities that are formulated within the communication competence are evidently connected with activation of pupils in the educational process. (RVP, 2013, p.11 [online])

Concerning social and personal competences, it is expected that the pupils are able to cooperate efficiently in a group when finishing their basic education. In the Framework educational programme, it is also stated that the pupil “contributes to discussions within a small group as well as to debate in the classroom; understands the need to efficiently cooperate with others when addressing a task; appreciates experience acquired by others; respects different opinions and learns from what other people think, say and do.” (FEP, 2007, p.14 [online]) It follows that also social and personal competences are led to the activation of pupils.

Civil and work competences as well as other key competences are connected with the activation. Civil competences are focused on development of abilities such as empathizing with other people, making responsible decisions on the basis of the situation or acting responsibly in critical situations. (RVP, 2013, p.12 [online]) These abilities are developed for instance through employing of staging or situational methods. Regarding work competences, the authors of the Framework educational programme state that the pupil “uses his or her knowledge acquired in the various educational areas for the benefit of his or her own development and preparation for the future...” (FEP, 2007, p.15 [online]) This is linked to the activation of pupils because as mentioned in the previous chapter, on the basis of the use of activating teaching methods, specifically situational and problem solving methods, the pupils learn to use their existing knowledge and prepare for real future situations which can appear in their everyday life.

Dramatic education contained in the Framework educational programme as a complementary educational field is connected with the activation as well. (RVP, 2013, p.90-91 [online]) Concerning activating teaching methods, specifically staging methods, they are closely connected with dramatization.

There is recognizable tendency to the activation of pupils in the Framework educational programme for basic education in spite of the fact that it does not prescribe the use of activating teaching methods.

II. Practical part

The first section of the practical part of the diploma thesis is dedicated to the research concerning the application of activating teaching methods in the foreign language teaching, specifically in English and German language. The sixth chapter deals with the research that was conducted among pupils. The last chapter of the empirical part introduces several activities which I tried in pursuance of my continuous pedagogical practice. Furthermore, it deals with evaluation of activities that I employed in English and German language teaching.

5. RESEARCH AMONG TEACHERS

The subject of the research is activating of pupils in the foreign language teaching, specifically in English and German language teaching. The main aim of the research was to find out if the teachers of English and German languages employ activating teaching methods at elementary schools. The next objective was to establish which activating teaching methods are used the most, how often the teachers employ them and in which lesson stages. The next aims were to ascertain why the teachers employ or do not employ activating teaching methods, which experience they have, where they acquainted themselves with activating teaching methods and whether the using of activating methods is connected with teachers' age or length of pedagogical experience. Furthermore, the objective of the research was to find out whether the teachers connect activating methods with movement activities, whether they employ group work, whether they change activating methods that they employ and come up with new activating procedures.

5.1. Research methods

The data were collected by means of a questionnaire (Attachment B). The questionnaire was distributed in electronic via the Internet and in paper forms to the teachers of English and German languages. The electronic questionnaire was created in the application called Google Forms.

The questionnaire was anonymous. The data were collected at elementary schools in different regions of the Czech Republic. I approached foreign language teachers who I got to know during my pedagogical training but the questionnaires were distributed mainly with the help of my classmates who contacted the teachers of elementary school where their pedagogical practical training took place.

The questionnaire encompasses one open-ended question and fourteen closed-ended questions, in which the teachers chose one or more options. In two questions, respondents were allowed to choose “other” as an option and fill in another option that suits better.

The target group of respondents were teachers of English and German languages teaching at the second stage or both at the first and the second stage of elementary schools. The total number of respondents who entered the survey was 56. 16 teachers accessed and answered the questionnaire via the Internet and 40 teachers filled in the paper form.

5.2. Hypotheses

Based on the aims of research, I have formulated a set of following hypotheses:

H1: Younger teachers employ activating teaching methods more than older teachers.

H2: Teachers with shorter pedagogical experience employ activating teaching methods more than teachers with longer pedagogical experience.

H3: Teachers who teach both at the first and the second stage of elementary school employ activating teaching methods more than teachers who teach only at the second stage.

H4: The majority of teachers who use activation apply the activating teaching methods in order to motivate their pupils and make the lessons more interesting.

H5: Didactic games belong to the most used activating teaching methods.

H6: Activating teaching methods are used the most in stages of fixation and application.

H7: Younger teachers connect activating teaching methods with movement activities more than older teachers.

H8: Teachers employ group work once a week or more often.

H9: Younger teachers change activating methods that they employ and come up with new activating procedures more than older teachers.

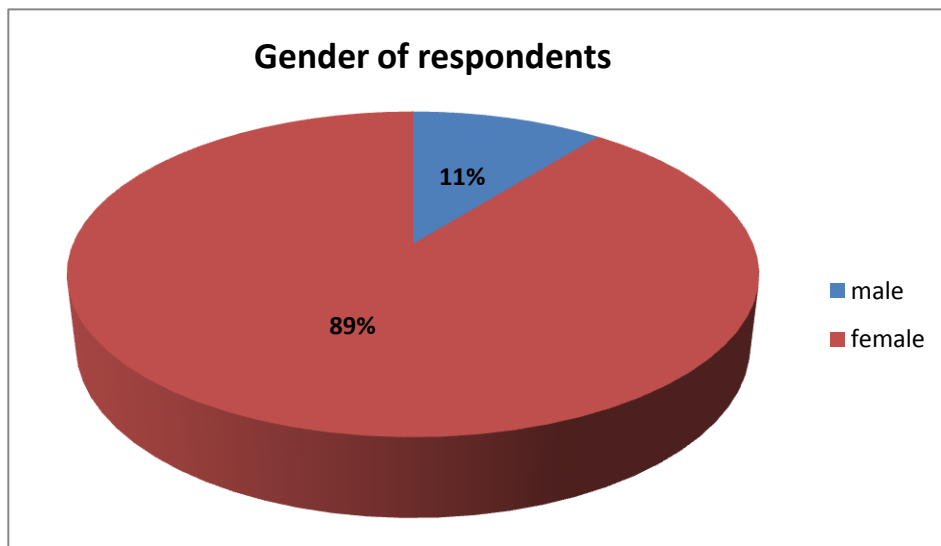
5.3. Analysis of research

Questionnaire data were collected and classified and the results are shown in the following diagrams.

Gender of respondents

As for gender of teachers, the overwhelming majority of respondents were women, which is determined by lower number of male teachers at elementary schools. The total number of respondents was 56 (50 women and 6 men). 89% of respondents were women and 11% of respondents were men. The chart n. 1 shows the percentage representation of survey respondents.

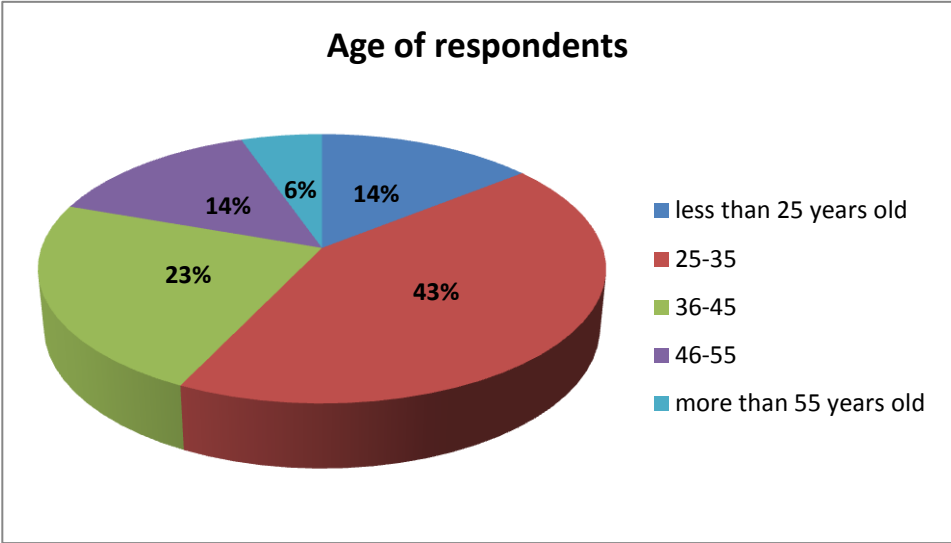
Chart n. 1



Age of respondents

Concerning age of respondents, the largest age group (43% - 24 respondents) among respondents was between 25 and 35. The second largest age group (23% - 13 respondents) was 36 – 45 years old followed by 46 – 55 (14% - 8 respondents) and less than 25 years old (14% - 8 respondents). The age group above 55 years old was 6% (3 respondents). Percentage representation is showed in chart n. 2.

Chart n. 2

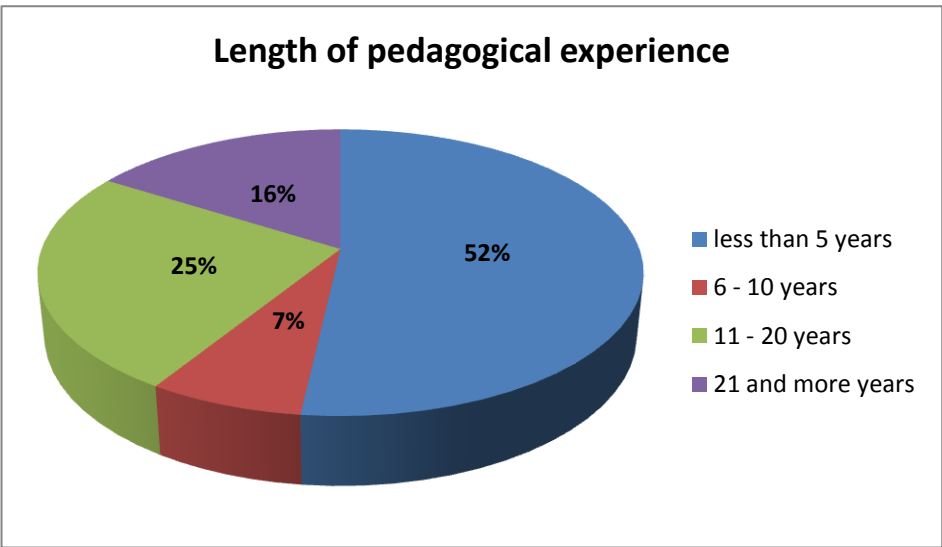


Length of pedagogical experience

Chart n.3 displays the length of respondents’ pedagogical experience. The overwhelming majority of teachers (52% - 29 respondents) has been teaching less than 5 years. This result is related to the fact that 57% of respondents were between 25 and 35 years old or younger.

The second largest group (25% - 14 respondents) of respondents has been teaching 11 to 20 years. The percentage of teachers whose length of pedagogical experience is 25 and more years is 16% (9 respondents). The smallest group of respondents (7% - 4 respondents) has been teaching 6 to 10 years.

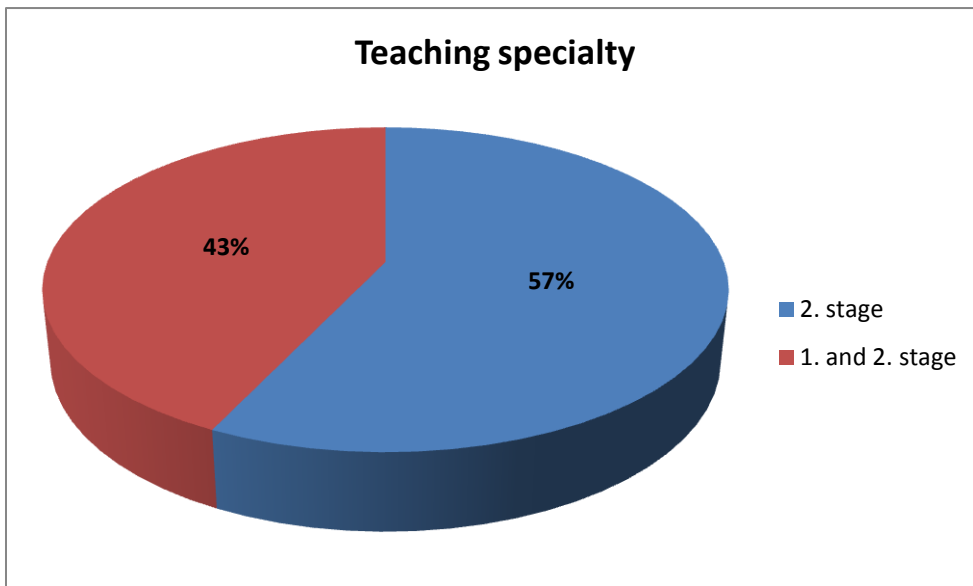
Chart n. 3



Teaching specialty at elementary school

The absolute majority of teachers (57% - 32 respondents) have been teaching only at the second stage of elementary school. The rest of respondents (43% - 24 respondents) have been teaching both at the first and at the second stage of elementary school. The percentage is showed in chart n. 4.

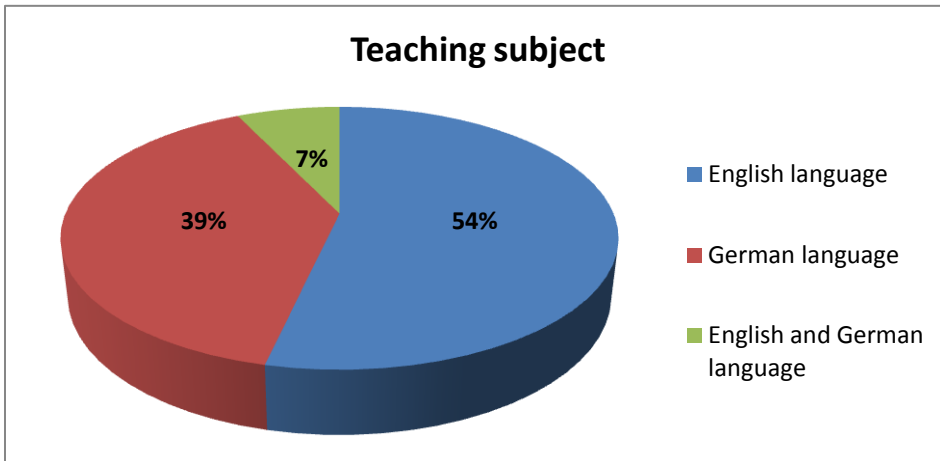
Chart n. 4



Teaching subject

Chart n. 5 displays how many respondents teach English language, how many respondents teach German language and how many of them teach both languages. The largest group of the respondents (54% - 30 respondents) have been teaching English language. 22 respondents (39%) have been teaching German language and the rest of teachers (7% - 4 respondents) have been teaching both English and German languages.

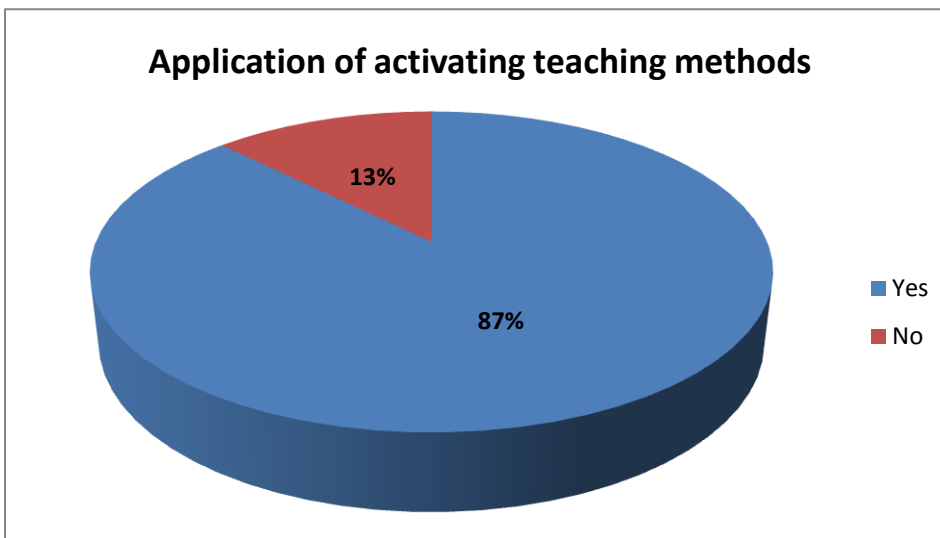
Chart n. 5



Application of activating teaching methods

87% of teachers (49 respondents) employ activating teaching methods in the foreign language teaching. The rest of the respondents (13% - 7 respondents) answered that they do not use the activating teaching methods in language teaching. Percentage representation is showed in chart n. 6.

Chart n. 6



The respondents who do not use the activating teaching methods answered that they do not employ them because these methods are time-consuming and insufficiently effective. One respondent stated that the main reason is a small classroom where the pupils have problems with movement when playing. Another teacher wrote that his students need drill rather than the activating methods.

The next reasons for not using the activating teaching methods were discipline problems or lack of knowledge. One respondent stated that she does not employ these methods because she was not informed of them at University. Next respondent answered that she does not know which activating methods to use in the foreign language teaching.

According to the research, the reasons for employing the activating teaching methods in foreign language teaching are following:

- Teachers want to have active pupils and to involve them in the process of teaching.
- Active involvement and stronger perception help the learners to remember pieces of information better.
- The activating methods help to improve pupils' performances and study results.
- Teachers want to liven up lessons, to make them more interesting and to avoid monotonous lessons.
- Teachers use these methods to motivate their students and to engage their attention.
- The activating methods make process of teaching and learning more effective.
- The activating methods help to hold pupils' attention.
- The activating methods are entertaining – not only for pupils but also for teachers.
- The activating methods develop pupils' personality. They support communication and cooperation, and develop creativity and thinking. The students learn to solve problems and to use their knowledge.
- The activating methods enable pupils to involve more senses and to learn in different ways (use more learning styles).
- The activating methods motivate the pupils to use foreign language actively.
- Thanks to the use of activating methods the pupils are more motivated, more active and engage more in the teaching process.
- The activating methods help students to understand for example some grammar better and to use learned vocabulary and phrases in varied situations.

Stated reasons for application of the activating methods were summarized and are shown in chart n. 7.

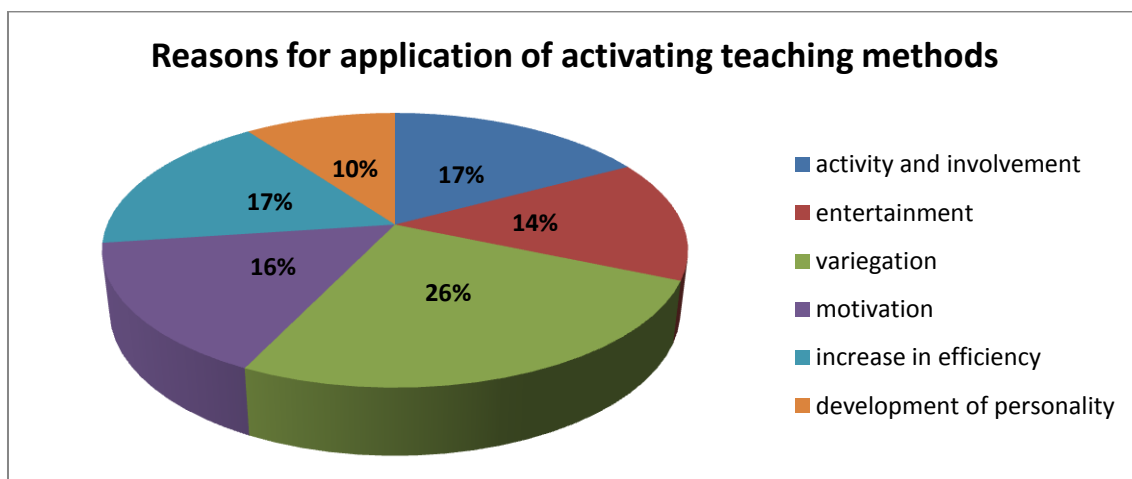
The majority of teachers (26% - 18 respondents) employ the activating teaching methods because they want to liven up the process of teaching, to make it more attractive and to evade monotonous lessons. They want to engage pupils' interest by making lessons more interesting and variegated.

Two next largest reasons for employing the activating teaching methods are increase in efficiency and pupils' activity and involvement. 12 respondents (17%) answered that they use the methods in question because they make the teaching process more effective. Some of respondents stated that the students remember more and better thanks to these methods. Some of teachers responded that the activating methods improve study results and performances of pupils. The same number of teachers (17% - 12 respondents) stated that the reason for employing the activating methods is students' activity and involvement, which means that they want to activate and involve pupils in the instruction. Some of respondents confirmed that the learners are more active and become more involved when using the methods of activation.

11 respondents (16%) use the activating teaching methods in order to motivate their students. Next reason which was mentioned by 10 teachers (14%) was entertainment. As stated by respondents, the activating methods make the teaching process more entertaining. One respondent remarked that they are entertaining not only for the pupils but also for the teacher.

7 teachers (10%) stated that it is important to use activating methods in order to develop students' personalities. Many respondents mentioned development of thinking. Some of them stated that the activating methods support cooperation, communication, creativity and problem solving.

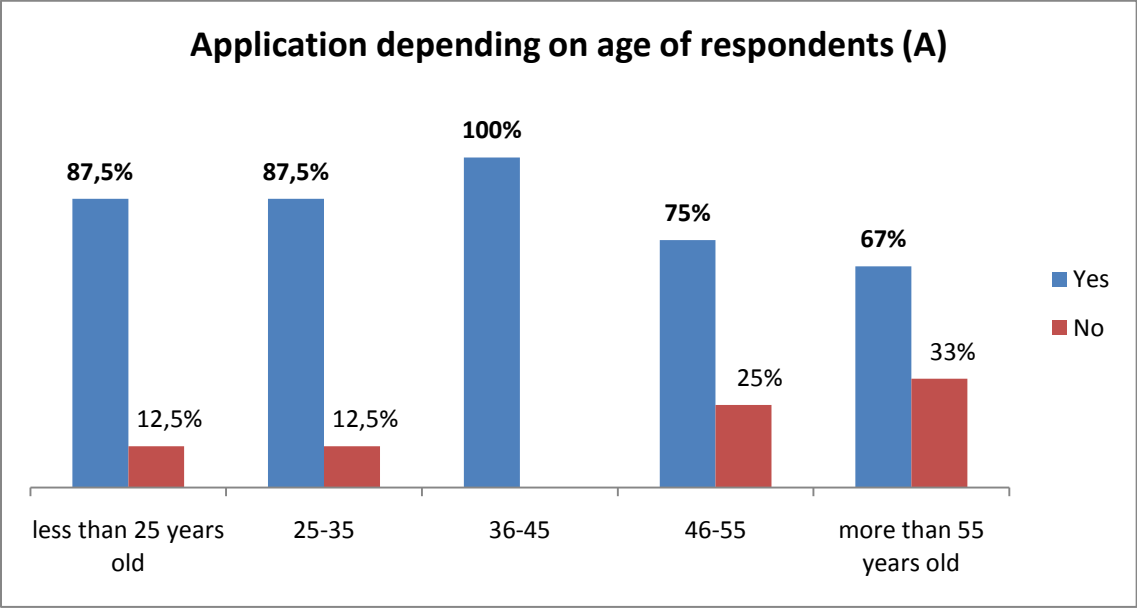
Chart n. 7



Application of activating teaching methods depending on age of respondents

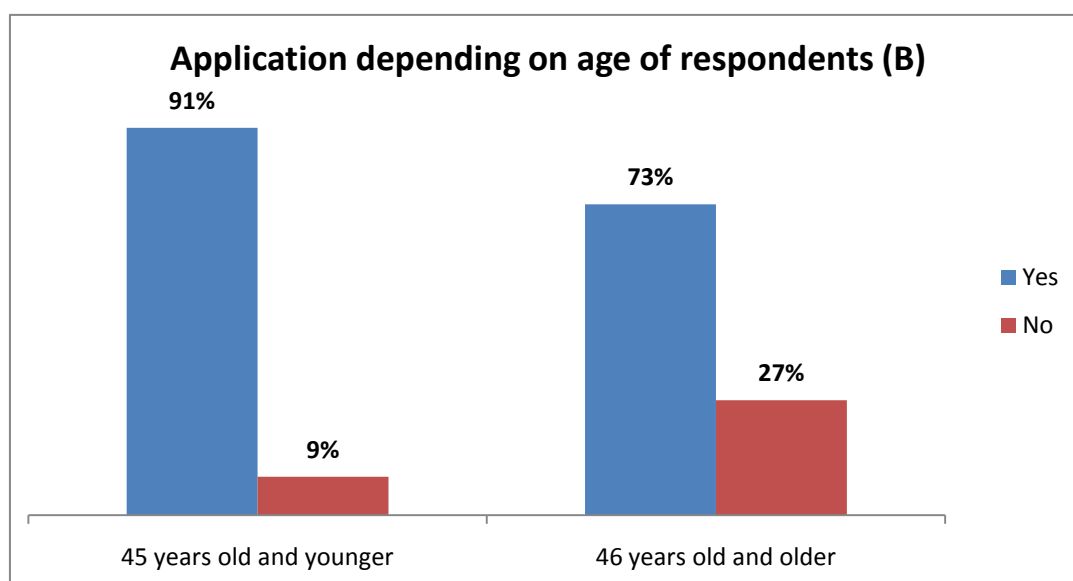
As displayed in chart n. 8, the largest group of teachers who employs activating teaching methods is between 36 and 45 years old. Teachers who are more than 55 years old belong to the age group that applies activating teaching methods the least. It could be influenced by the fact that there were only 3 respondents in this age group.

Chart n. 8



Younger teachers (45 years old and younger) employ the activating methods more than older teachers (46 years old and older). The percentage of younger respondents who apply activating teaching methods is 91% whereas the percentage of older respondents who use these methods is 73%. It follows that the application of activating methods is lower by teachers who belong to the older age group. The percentage representation of teachers who do not employ activating methods is following: older respondents: 27%, younger respondents: 9%. Difference between younger and older teachers is displayed in chart n. 9.

Chart n. 9

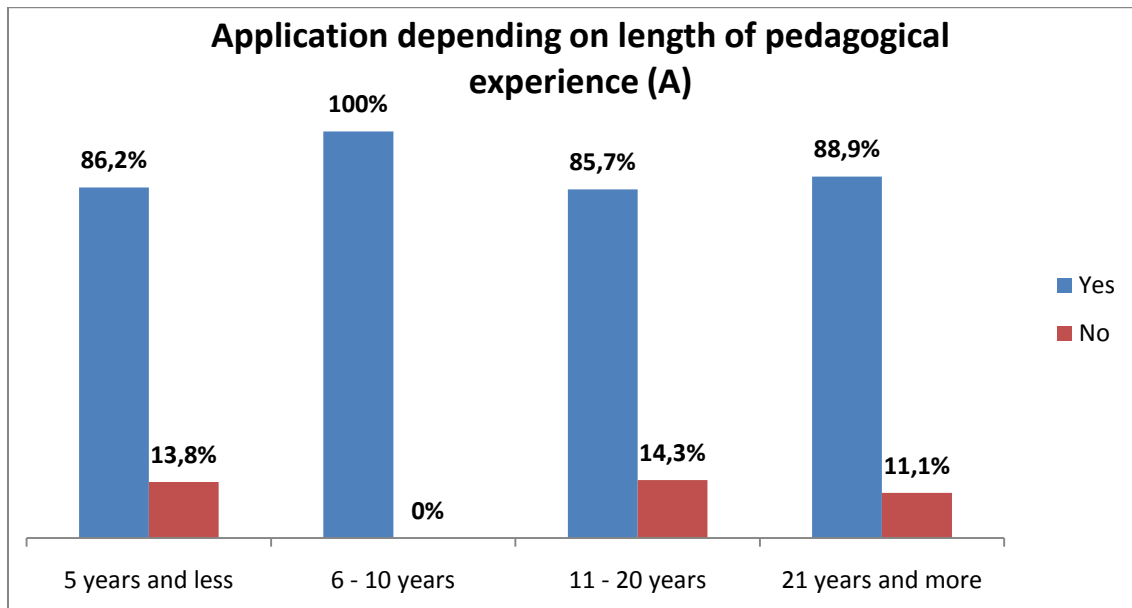


Application of activating teaching methods depending on length of pedagogical experience

Charts n. 10 and n. 11 display the application of activating teaching methods considering the length of respondents' pedagogical experience.

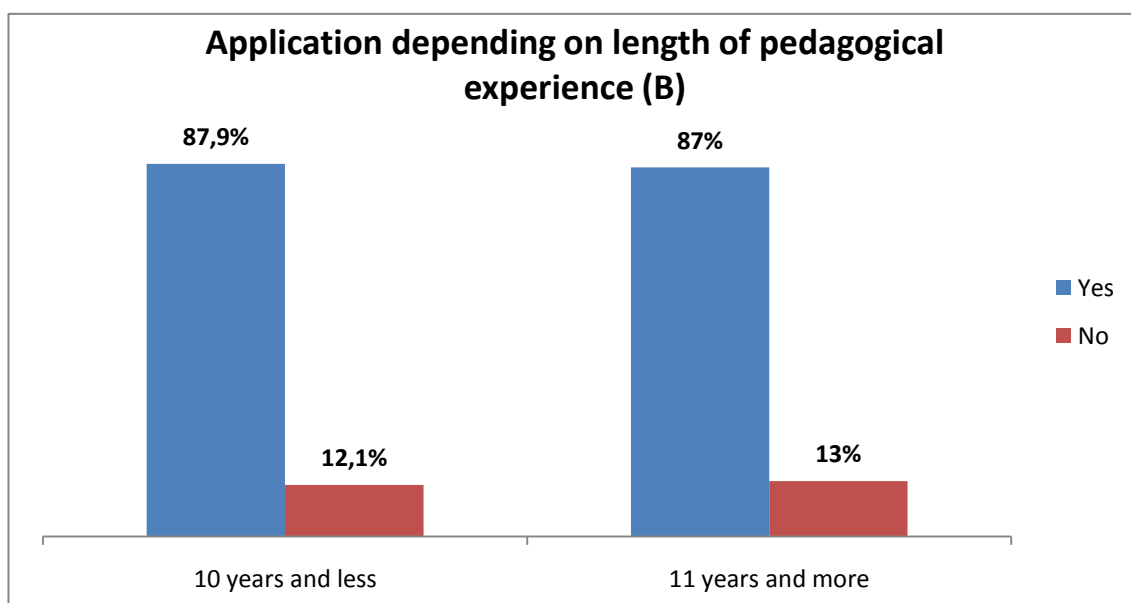
Teachers whose pedagogical experience is between 6 and 10 years use activating teaching methods the most. All respondents (100% - 4 respondents) from this age group answered that they employ activating methods in the foreign language teaching. The fact that the percentage of this group belongs to the largest could be determined by the small number of respondents in this category. The group of teachers with pedagogical experience over 21 years belongs to the group with the second largest percentage. The percentage of teachers whose length of pedagogical experience is 21 years and more is 88, 9% (8 respondents). Third largest is the group of teachers with the short pedagogical experience (5 years and less). 86, 2% of teachers (25 respondents) whose pedagogical experience is not longer than 5 years replied that the activating teaching methods are incorporated in their lessons. Teachers with pedagogical experience between 11 and 20 years employ methods in question the least. 14, 3% of respondents (2 out of 14 respondents) do not apply activating in the foreign language teaching.

Chart n. 10



Comparison of application of activating teaching methods with the shorter length of pedagogical experience (10 years and less) and with the longer length (11 years and more) is showed in chart n. 11. There is a minimal difference (0, 9%) between the respondents with shorter and longer pedagogical experience. Both groups of teachers employ the activating teaching methods almost equally – 87, 9%: teachers with ten-year and shorter pedagogical experience, 87%: teachers with eleven-year and longer experience.

Chart n. 11

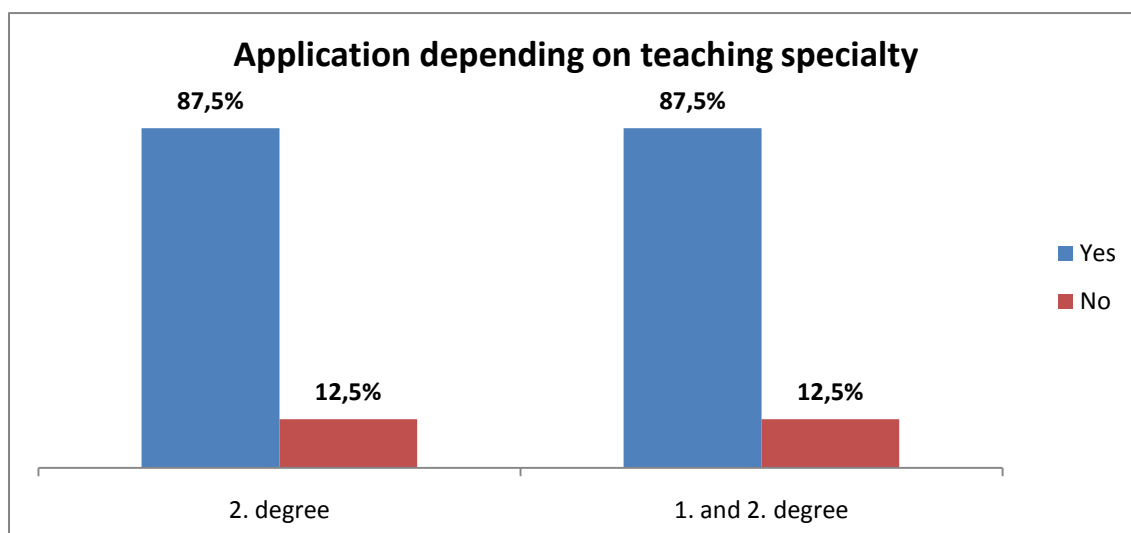


Application of activating teaching methods depending on teaching specialty

Chart n. 12 displays employing of activating teaching methods depending on specialty of teachers. Percentage representation of applying activating methods by the respondents who teach at the second stage is the same as by the respondents teaching both at the first and the second stage. 28 respondents (out of 32) teach only at the second stage and 21 respondents (out of 24) teach both at the first and the second stage.

In summary, there is no connection between using the activating teaching methods at the first and at the second stage. The teachers who give lessons also to the younger learners (1. stage) employ the methods in question equally as the teachers who teach only older pupils (2. stage).

Chart n. 12

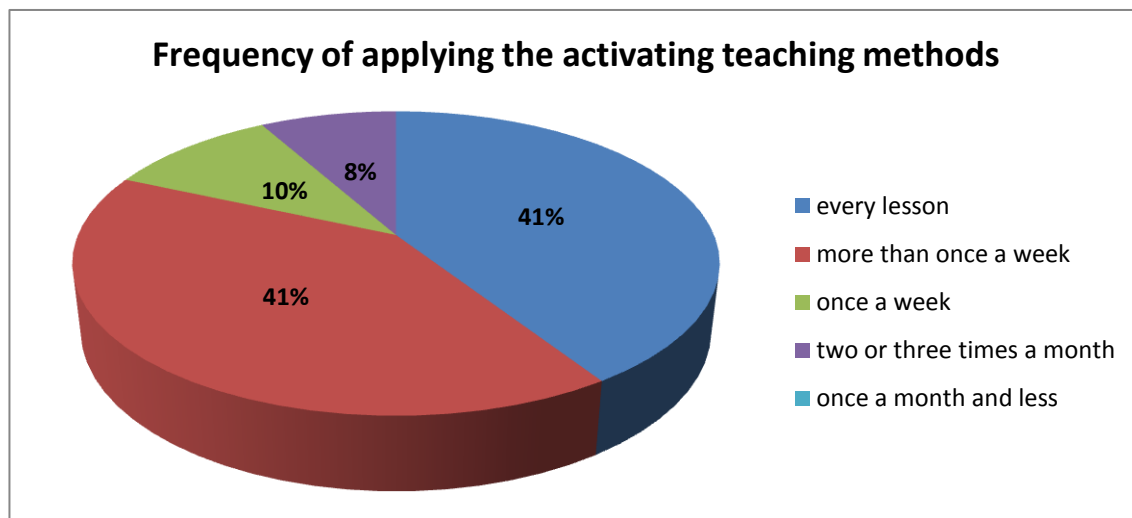


Frequency of applying the activating teaching methods in the foreign language teaching

The percentage of the teachers (Chart n. 13) who employ the activating teaching methods every lesson is the same as of these who employ them more than once a week. Regarding specific number, 20 respondents (out of 49) replied that they use the activating in the foreign language teaching every lesson. The same number of respondents uses the methods in question more than once a week. 10% of teachers (5 respondents) incorporate activating into their lesson once a week and 8% of them two or three times a month. According to the

questionnaire, none of the respondents use the activating methods in the lowest suggested frequency, which is once a month and less.

Chart n. 13



Types of activating teaching methods

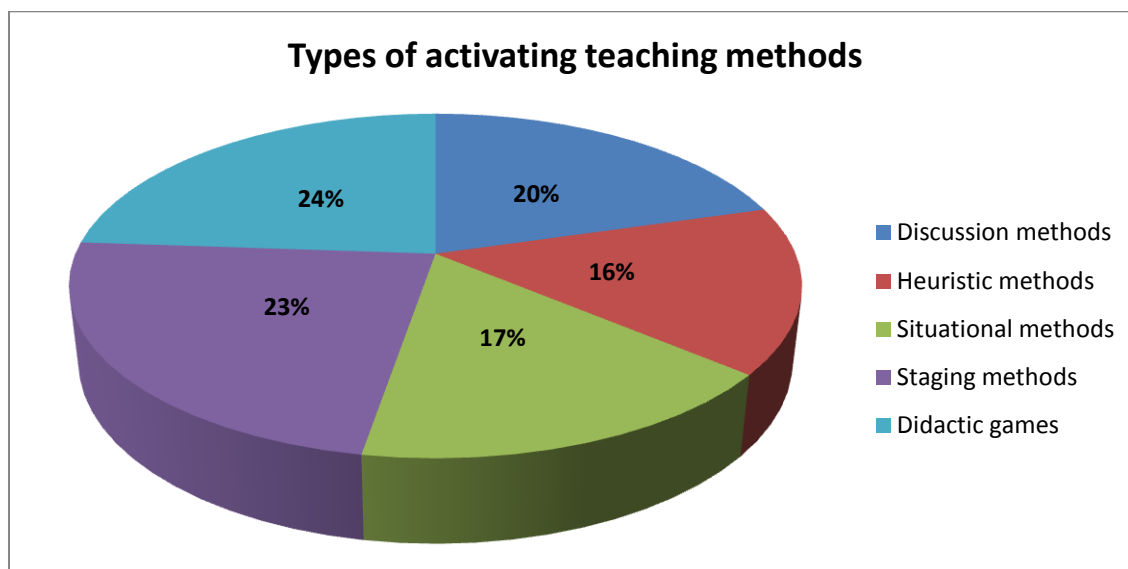
According to the survey, the teachers apply varied types of the activating teaching methods. Didactic games and staging methods are used the most. Didactic games are used by all the teachers (49 respondents) who apply activation in the foreign language teaching. 48 respondents use staging methods which means that only one of them do not incorporate them in his or her lessons. The third most used methods are discussion methods that are employed by 42 respondents. Heuristic and situational methods belong to the types of the activating methods that are on the basis of the questionnaire used the least. However, they are employed by many teachers – heuristic methods are used by 32 respondents and situational methods by 34 respondents.

There was an option to fill in another method that the teachers use because of the fact that there appear different classifications of the activating teaching methods in the Czech educational system. Some teachers made use of this opportunity and completed specific activities that they use in the foreign language teaching. The activities are following: hangman, creating a comic, find somebody who (survey in the classroom), running dictation, games in application called Alf, robot game (one pupil acts robot and fulfils instructions given by the classmates). One respondent stated that he or she uses whiteboard but it was not mentioned what type of exercises pupils do. Another respondent answered that he or she

applies group work in the lessons. Although group work is closely connected with the activating, it cannot be assigned to any of mentioned activating teaching methods.

Chart n. 14 displays the percentage representation of various types of the activating methods.

Chart n. 14



Frequency of applying the discussion, heuristic, situational, staging methods and didactic games in lessons

Charts n. 15 – 19 display more detailed overview of how often specific methods are applied.

Didactic games belong to the methods that are used most in the frequency “every lesson”. 14 teachers stated that they apply didactic game every lesson. Many teachers (8 respondents) employ also discussion methods in every lesson.

According to the survey, both discussion methods and didactic games rank among groups of methods that are used very frequently. Many teachers (15 respondents) use discussion methods more than once a week. Didactic games are also applied by 15 respondents more than once a week.

Regarding staging methods, they are used very often as well. However, they are applied in foreign language lessons in lower frequency. 17 respondents employ the staging methods two or three times a month and 15 respondents employ them once a week.

Situational methods belong to the fourth most used group of activating methods. Concerning the frequency in lessons, they are not applied so often. 13 respondents stated that

they use the situational methods two or three times a month and 11 teachers once a month and less.

Chart n. 15

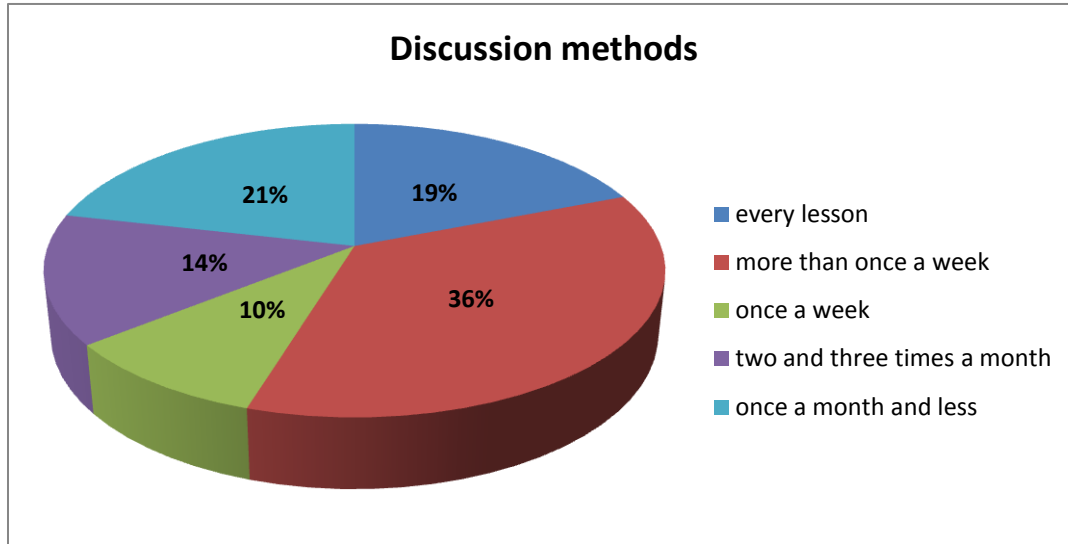


Chart n. 16

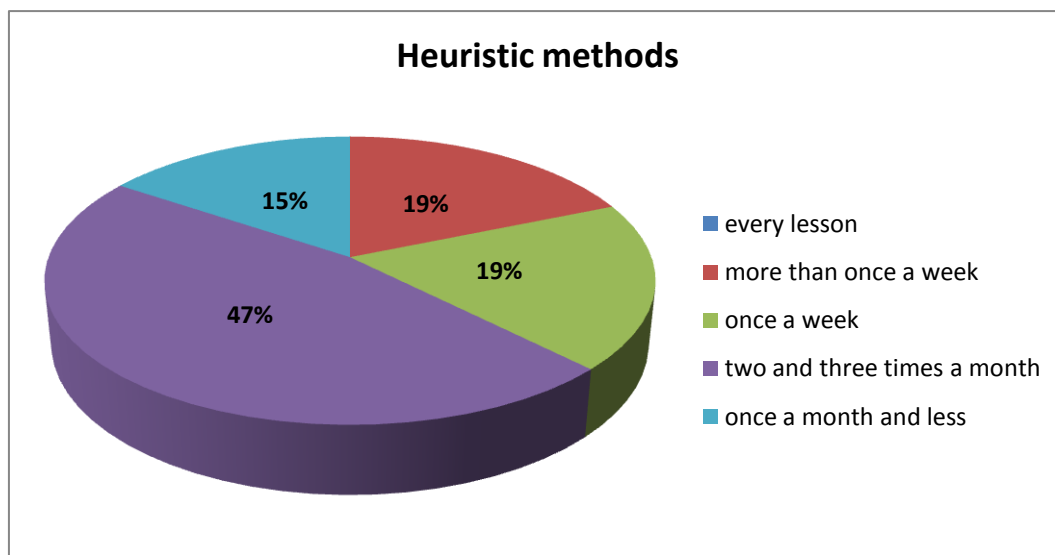


Chart n. 17

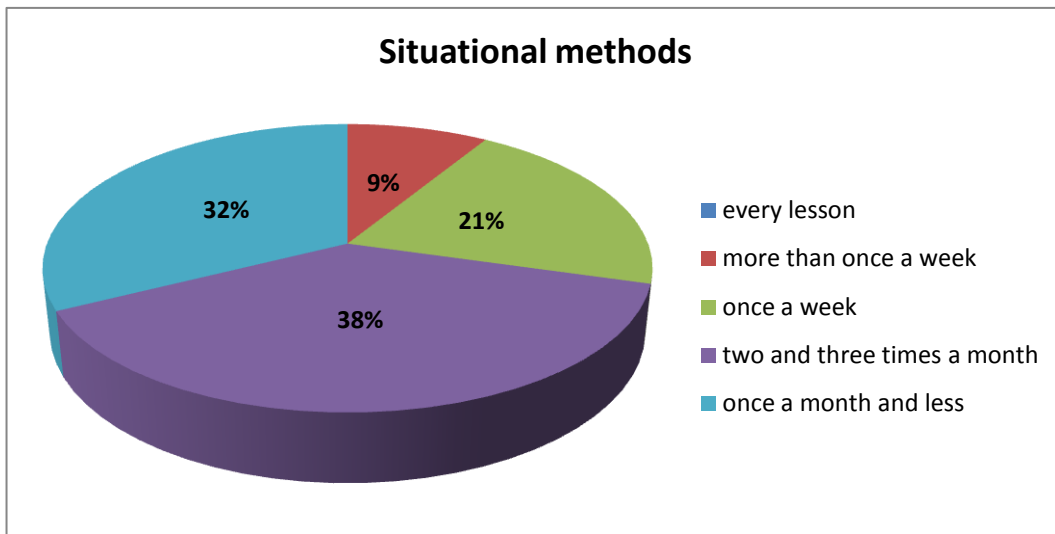


Chart n. 18

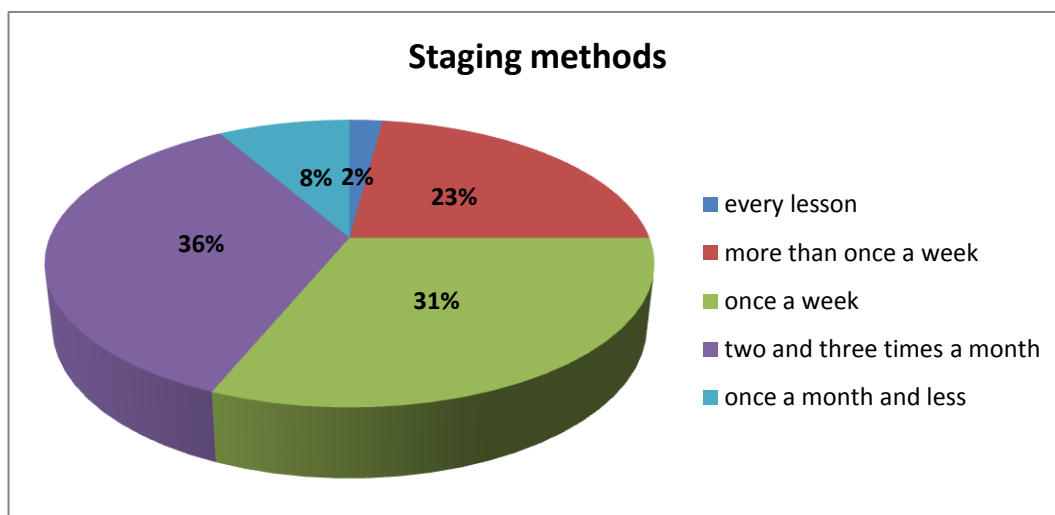
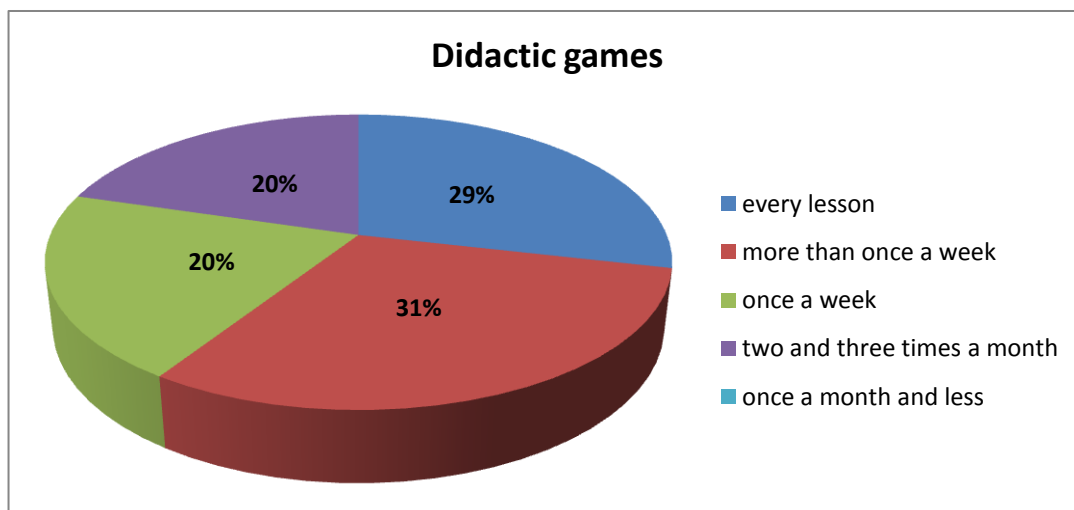


Chart n. 19

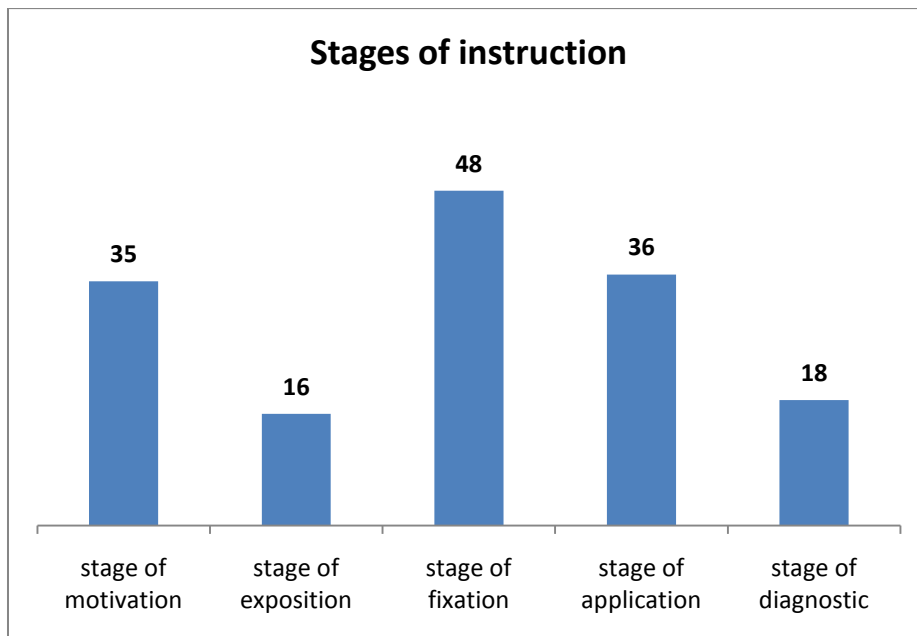


Activating teaching methods and the stages of instruction

According to the questionnaire, the activating teaching methods are used the most in the stage of fixation (revising and practicing). The accurate number of teachers who apply the activation in the fixation stage is 48, which means that all teachers except for one incorporate activating while revising and practicing. The second largest group is the stage of application (use of acquired subject matter) in which 36 respondents use the methods in question. Representation of teachers who employ the activating methods in the stage of motivation is almost the same as in the stage of application, because 35 respondents chose motivational stage in the questionnaire. The stage of diagnostic (examining, evaluating of knowledge and skills) was chosen by 18 respondents out of 49, which implies that the activating is used only by 37% of teachers in this stage. As for the application of activating teaching methods, the stage of exposition (presentation of subject matter) is used the least. Only 32% of foreign language teachers (16 respondents) stated that they use the activating methods in this stage of instruction.

Chart n. 20 displays five stages of instruction and the number of respondents who use activating in these stages.

Chart n. 20

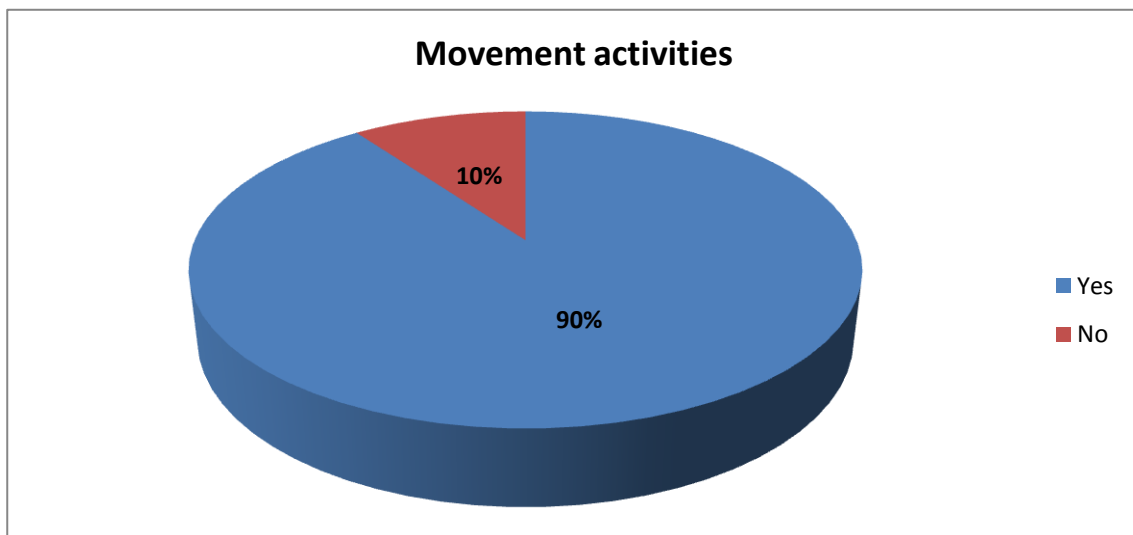


Activating teaching methods and the movement activities

I put question n. 10 (Do you link the activating teaching methods to the movement activities? If yes, choose how often.) into the questionnaire in order to ascertain if the teachers of foreign languages link the activating methods to the movement activities and if they do, so how often.

According to the survey, the overwhelming majority of foreign language teachers (90% - 45 respondents) link the activating methods and movement and only 10% of teachers (4 respondents) do not. Percentage representation is displayed in chart n. 21.

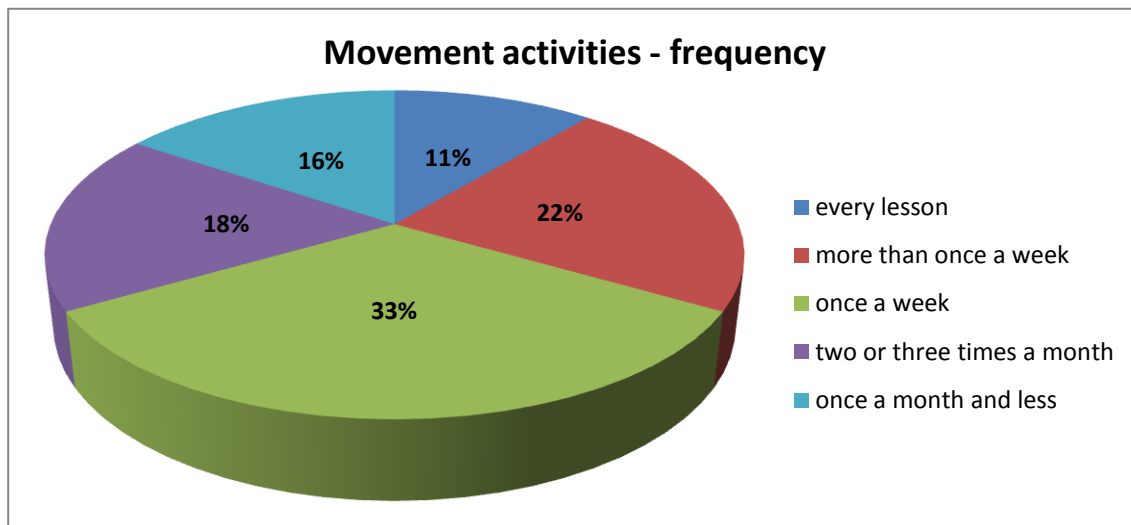
Chart n. 21



Regarding the frequency, the teachers of foreign languages link the activating to the movement activities as follows. The frequency "once a week" was chosen by the largest group of teachers (33% - 15 respondents). 22% of teachers (10 respondents) employ movement activities more than once a week and 18% (8 respondents) two or three times a month. As for the frequency "once a month and less", 16% of schoolteachers (7 respondents) chose this option. Merely 5 teachers (11%) link activating methods with movement every lesson. It implies that the movement activities are very closely connected with activating but this interconnection is not used in every lesson.

The frequency of applying the activating methods together with the movement activities is showed in the chart n. 22.

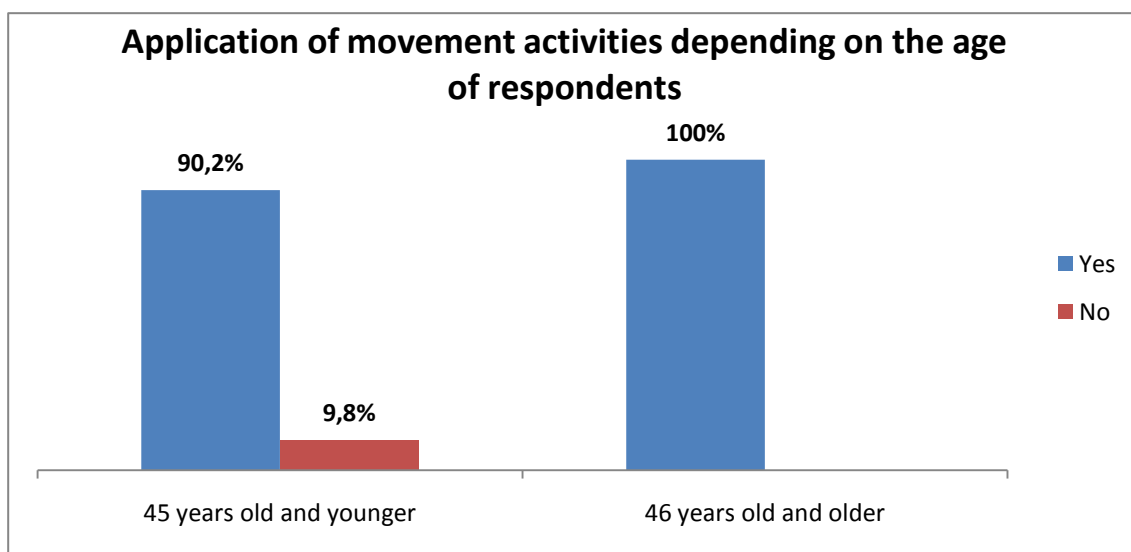
Chart n. 22



Application of movement activities depending on the age of respondents

Chart n. 23 displays using of movement activities depending on the age of respondents. According to the survey, the older teachers (46 years old and older) link movement to the activating methods more than younger teachers (45 years old and younger). All of the respondents above the age of 45 (8 respondents) stated that they connect activating with the movement activities. Concerning younger teachers, they apply movement less than older teachers. Almost 10% of them (4 respondents out of 41) does not interconnect their activities with movement. It is possible that the result could be distorted by the smaller number of respondents in the age categories "46-55" and "more than 55 years old".

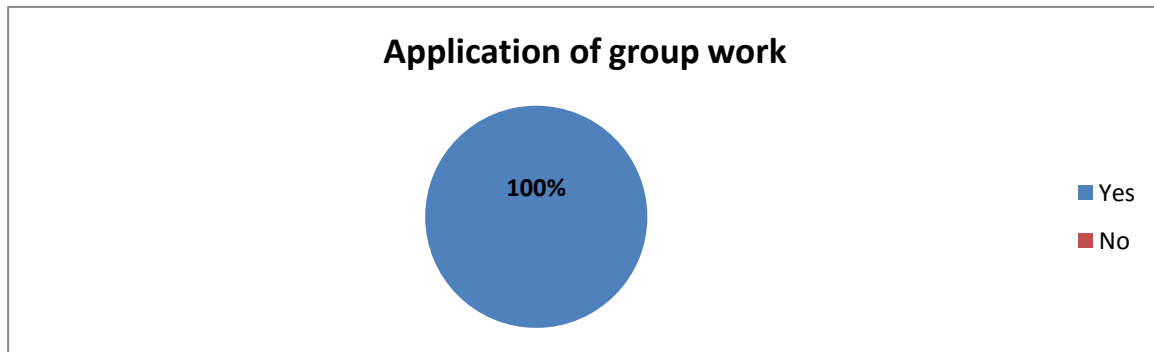
Chart n. 23



Application of group work in the foreign language lessons

All teachers who apply the activating teaching methods stated that they engage group work in their foreign language lessons. This result was what I expected because group work, whether pair work or work in bigger groups, is integral to the activating teaching methods. The result is showed in chart n. 24.

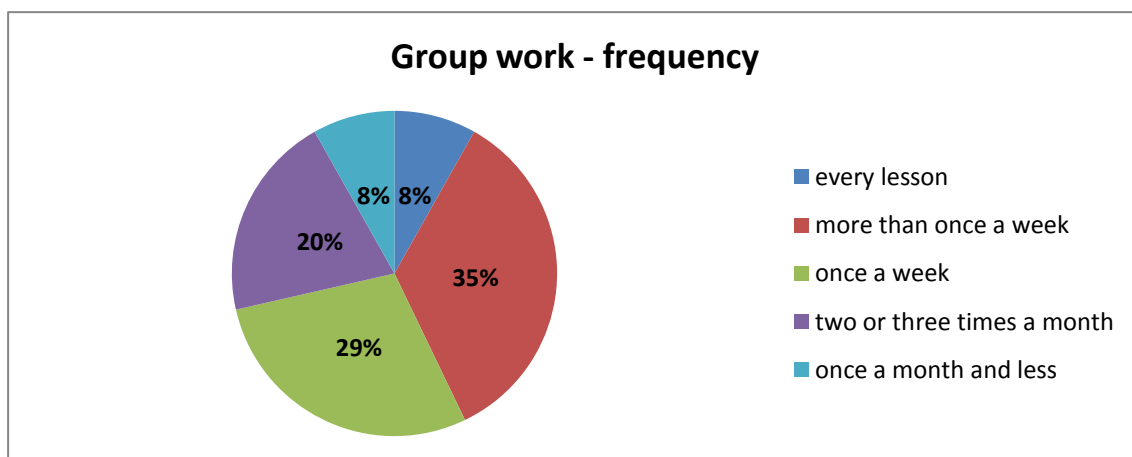
Chart n. 24



Frequency of application of group work in the foreign language lessons

As mentioned above, all respondents who apply activating use group work as well. Chart n. 25 displays how often they use group work in their lessons. The most of the teachers (35% - 17 respondents) apply it more than once a week. 29% of foreign language teachers (14 respondents) use group work once a week. Many of the teachers (20% - 10 respondents) engage group work in the frequency "two or three times a month". The percentage of teachers who apply team work in the frequency "every lesson" and "once a month and less" is the same (8%)

Chart n. 25

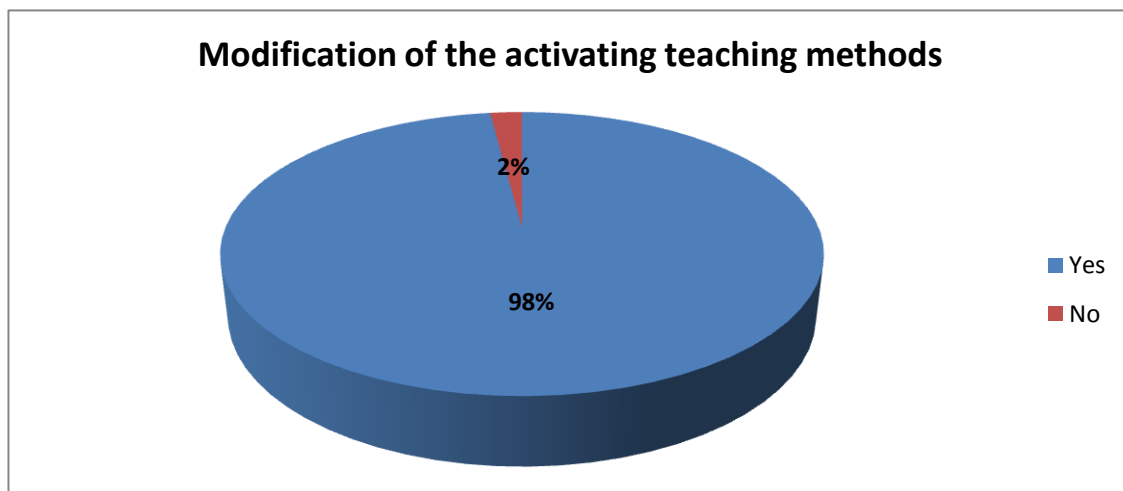


Modification of the activating teaching methods

Among other things, the goal of the questionnaire was to find out if the teachers who employ the activating teaching methods modify them or not. It means to ascertain if they use some methods that are tried and tested all over again or if they alter them. Almost all survey teachers (98% - 48 respondents) stated that they modify the activating teaching methods. Only one teacher answered in the negative. According to the survey, the overwhelming majority of the teachers change activating teaching methods that they use in their lessons and only one respondent does not. The percentage representation is displayed in chart n. 26.

The questionnaire could contain additional question “Why do you not modify the activating teaching methods?” in order to find out the reason, because there could be more causes for it. It is possible that the teacher does not alter the methods because it is for instance time-demanding or because he or she is satisfied with the function of the methods that he or she applies.

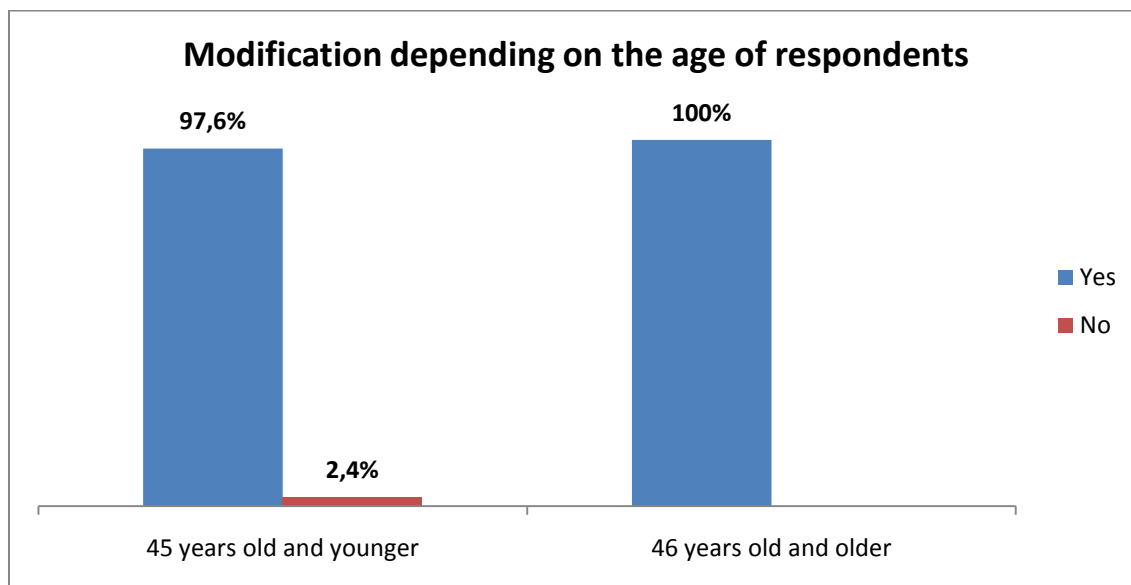
Chart n. 26



Modification of the activating teaching methods depending on the age of respondents

As displayed in chart n. 27, the modification of the activating teaching methods is not dependent on the age of respondents. There is only minimal difference (2,4%) between younger (45 years old and younger) and older teachers (46 years old and older).

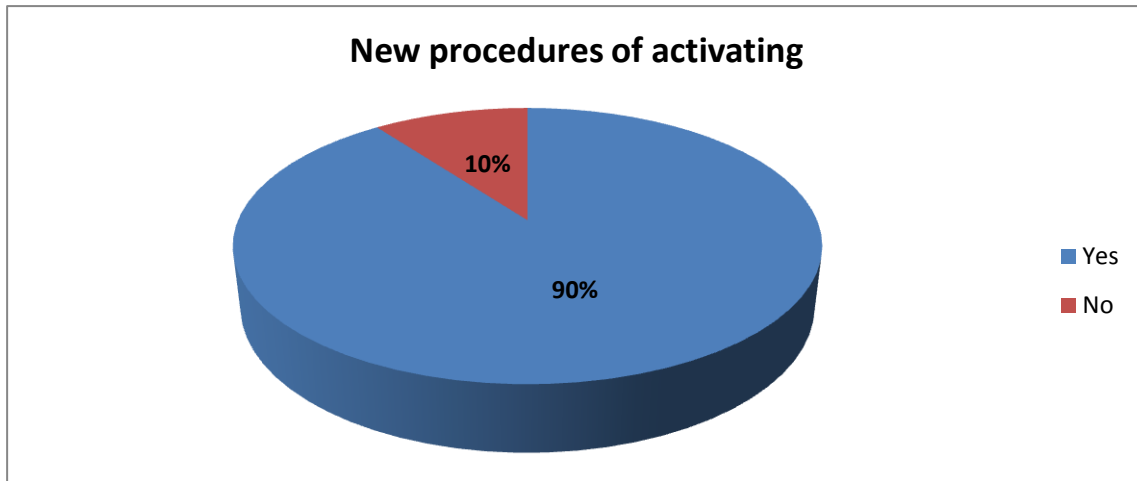
Chart n. 27



New procedures of activating

Furthermore, I wanted to ascertain if the foreign language teachers who apply the activating teaching methods in their lessons think up new methods of activation. As showed in chart n. 28, the absolute majority of German and English teachers (90% - 44 respondents) comes up with the new methods of activating. 10% of them (5 respondents) does not think up any new methods.

Chart n. 28

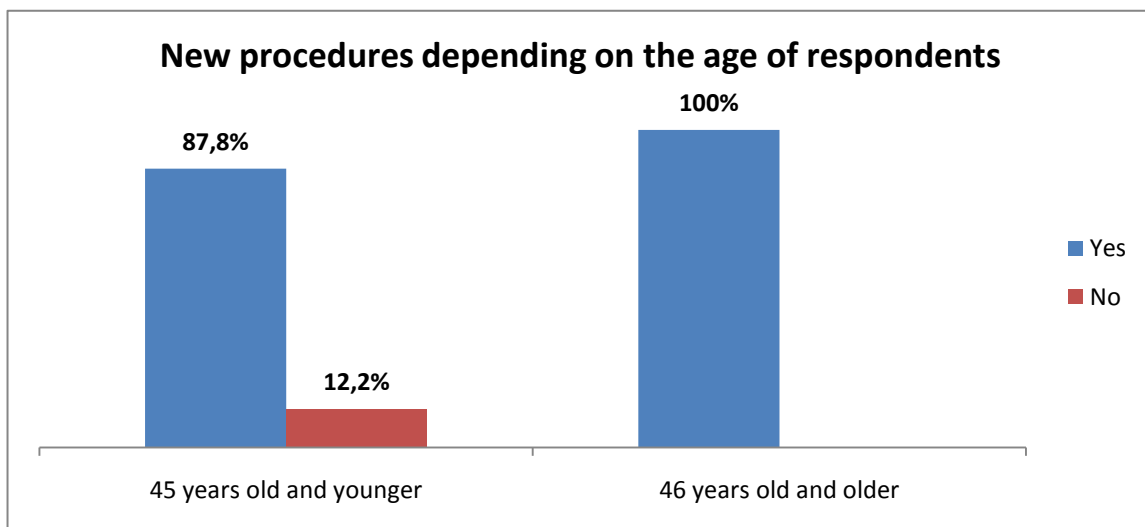


New procedures of activating depending on the age of respondents

Chart n. 29 displays which group of teachers thinks up new procedures of activating more. According to the survey, younger teachers (45 years old and younger) come up with the new procedures less than older teachers (46 years old and older). All older teachers stated that they come up with the new procedures, whereas 12,2% (5 respondents) of younger teachers answered in the negative.

The results could be influenced by the fact that there was the small number of older respondents in the survey.

Chart n. 29

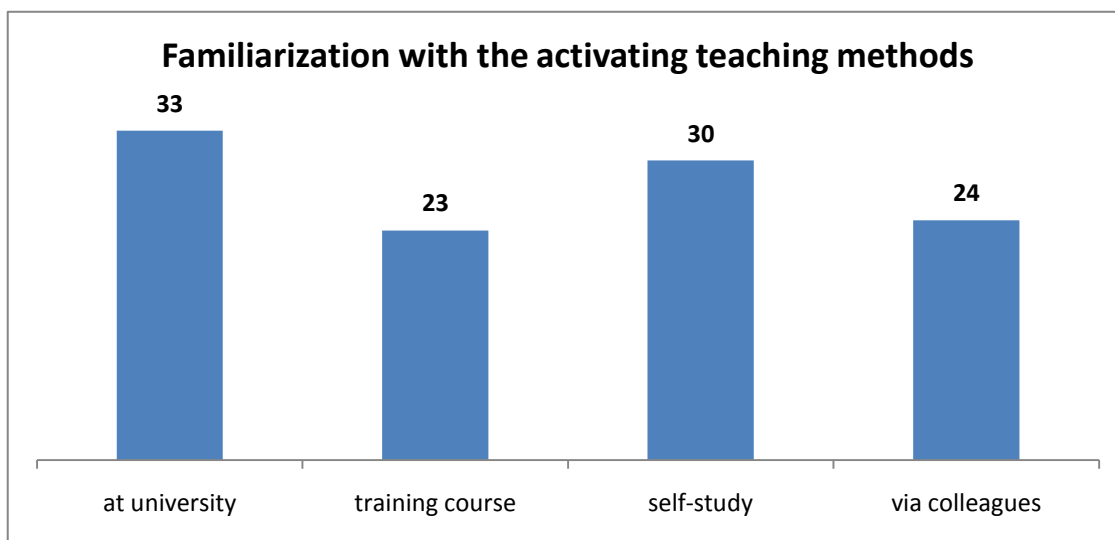


Familiarization with the activating teaching methods

As mentioned above, the overwhelming majority of foreign language teachers employ the activating teaching methods in their lessons. Chart n. 30 shows how they got acquainted with these methods.

The largest group of teachers (33 respondents) familiarized with the activating methods at university. 30 respondents learned about the methods in question through self-study and 24 respondents acquainted with them via their colleagues at school. Many teachers (23 respondents) familiarized with the activating in training courses.

Chart n. 30



Experience with the application of the activating teaching methods

The last question in the questionnaire (Which experience do you have with the application of the activating teaching methods in lessons?) was directed both at teachers who employ activating teaching methods and teachers who do not.

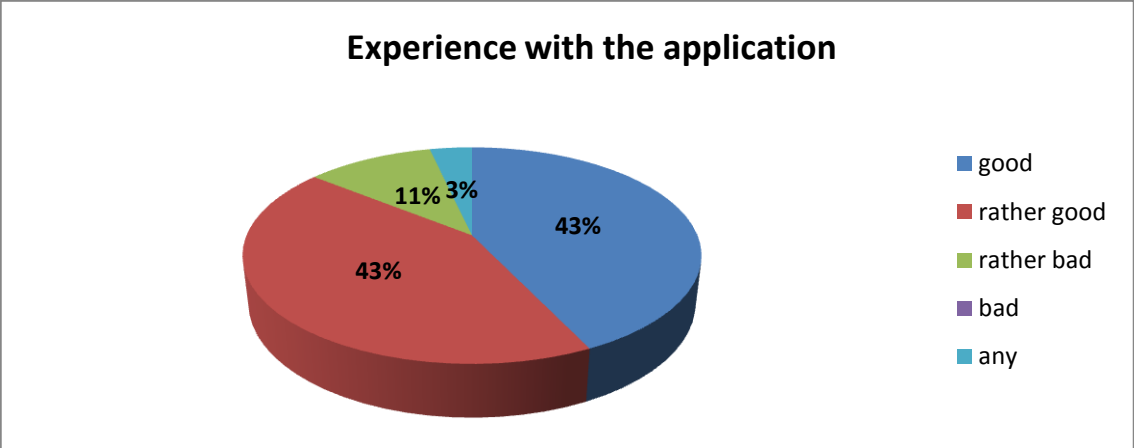
The percentage representation of experience with the application of the methods in question is displayed in chart n. 31.

43% of the teachers (24 respondents) stated that they have good experience with application of the activating teaching methods. The same number of respondents answered that they have rather good experience. 11% of the teachers (6 respondents) have rather bad experience with the application of these methods. These were the teachers who do not apply the activating in the present day. However, it is astonishing that there was also one teacher

who stated that he or she applies the activating methods. The teacher still uses the methods of activating despite the fact that he or she has with them rather bad experience. 2 teachers (3%) who took part in the questionnaire have any experience with the employment of the activating teaching methods.

It implies that the absolute majority of the foreign language teachers has got good or rather good experience with the application of the activating methods. Furthermore, the research shows that the teachers who have got good or rather good experience with the activating apply them unlike the teachers who have got rather bad experience. This deduction is valid with the exception of one teacher who uses activating teaching methods in defiance of rather bad experience.

Chart n. 31



5.4. Verification of hypotheses

This subchapter deals with verification of the hypotheses on the basis of research conducted among teachers of foreign languages at elementary schools.

H1: Younger teachers employ activating teaching methods more than older teachers.

The results of questions n. 2 and 6 displayed in charts n. 2 and 6 and summarized in chart n. 8 and 9 are used for verification of hypothesis 1. The research shows that younger teachers (45 years old and younger) apply the activating methods a little bit more than older teachers (46 years old and older). Leaving aside the fact that the representation of individual age

groups is not in equilibrium, it is possible to infer that the younger teachers employ the activating methods a bit more than older. According to the results of research, hypothesis n. 1 can be confirmed.

H2: Teachers with shorter pedagogical experience employ activating teaching methods more than teachers with longer pedagogical experience.

As displayed in charts n. 10 and 11, the teachers with shorter (10 years and less) and the teachers with longer pedagogical experience (11 years and more) employ the activating teaching methods almost equally. There is a negligible difference (0, 9%), so the hypothesis n. 2 can be disproved.

H3: Teachers who teach both at the first and the second stage of elementary school employ activating teaching methods more than teachers who teach only at the second stage.

Results of questions n. 4 and 6 summed up in chart n. 12 show that there is not any difference in application of activating teaching methods by teachers of the second stage and by the teachers of both first and the second stage of elementary school. I set hypothesis n. 3 because I assumed that the teachers who teach also at the first stage will have a tendency to apply activation more. Nevertheless, the research shows that the application of the activating teaching methods is not dependent on teaching specialty (first, second stage). Therefore, the hypothesis n. 3 can be disproved.

H4: The majority of teachers who use activation apply the activating teaching methods in order to motivate their pupils and make the lessons more interesting.

As stated in the previous chapter and showed in chart n. 7, there are many reasons why the foreign language teachers apply the activating teaching methods in their lessons. The research shows that the largest reason is variegation, which means that the teachers want to make the foreign language teaching more interesting and varied. Increase in efficiency and pupil's activity and involvement belong to the next largest reasons for employing the methods in question. Motivation was the fourth largest reason that the respondents mentioned. It implies that both motivation and variegation are important, but there are other reasons

(increase in efficiency, activity and involvement) which were mentioned by teachers more times than motivation.

The hypothesis n. 4 can be partially confirmed because many teachers use activation in order to make their lessons more interesting and variegated. At the same time, it is possible to disprove this hypothesis since motivation is the fourth largest reason.

H5: Didactic games belong to the most used activating teaching methods.

According to the results got from question n. 8 and displayed in chart n. 14, the didactic games together with staging methods belong to the most used methods of activating. Didactic games are applied by all the teachers who employ the activation and the staging methods are used by all the teachers except for one. Didactic games occupy the first position by a narrow margin. On that account, hypothesis n. 5 can be confirmed.

H6: Activating teaching methods are used the most in stages of fixation and application.

The respondents had opportunity to choose more answers in the question n. 9 and the majority of them did. On the basis of research, the activating teaching methods are used the most in the stage of fixation, in which 48 respondents apply them. As displayed in chart n. 20, the next stage in which the foreign language teachers employ activating methods the most is the stage of application. Application stage was chosen by 36 respondents. There is merely small difference in using of activation in the stage of application and in the motivational stage, which was selected by 35 respondents. As the results show, the activating teaching methods are used the most in stages of fixation and application, which means that hypothesis n. 6 can be confirmed. Nevertheless, the research indicates that the activating methods are applied very often also in the stage of motivation.

H7: Younger teachers connect activating teaching methods with movement activities more than older teachers.

According to the results from questions n. 2 and 10 summarized in chart n. 23, it is possible to deduce that younger teachers (45 years old and younger) connect activating teaching methods with movement activities less than older teachers (46 years old and older). Almost 10% of younger teachers do not link activating methods with movement. Leaving

aside unequal representation of individual age groups, the research shows that younger teachers do not interconnect activating methods with movement more than older teachers. This fact may be surprising because the younger teachers are often found to be more active and innovative. The data arising from the research prove that the hypothesis n. 7 was wrong, so the hypothesis can be disproved.

H8: Teachers employ group work once a week or more often.

The question n. 11 (see attachment B) was aimed at application of group work that is integral to the activation. It is displayed in chart n. 24 that all foreign language teachers who employ the activating methods use group work as well. Chart n. 25 shows the frequency and proves that hypothesis n. 8 was right, since 35% of respondents apply group work more than once a week, 29% of them once a week and 8% apply it every lesson. It is possible to confirm hypothesis n. 7 on the basis of results gained from the research.

H9: Younger teachers change activating methods that they employ and come up with new activating procedures more than older teachers.

The results summed up in charts n. 27 and 29 are used for verification of hypothesis n. 8. As mentioned in the previous subchapter, the modification of the activating teaching methods is not dependent on the age of respondents. Concerning chart n. 29, it shows that older teachers come up with new activating procedures a little bit more than younger teachers. All respondents above 45 years stated that they think up new procedures whereas 12% of younger teachers do not.

According to the results, the first part of the hypothesis n. 9 can be disproved because younger and older teachers of foreign languages alter activating methods equally. The second part of the hypothesis can be confirmed on the basis of the data displayed in chart n. 29.

5.5. Summary of results

The results of research show that besides classical teaching methods the activating teaching methods are applied by the foreign language teachers at elementary schools. The overwhelming majority of teachers use activation every lesson or more than once a week mostly in the stages of fixation, application and motivation. The respondents stated many reasons for application of activation in their lessons. The reasons are as follows: variegation of lessons, increase in efficiency, bigger pupil's activity and involvement, motivation, entertainment and development of pupil's personality. All types of the activating methods (discussion, heuristic, situational, staging methods and didactic games) are used in the foreign language teaching. Didactic games, discussion and staging methods belong among the most used of them. The most of the teachers apply didactic games and discussion methods more than once a week.

According to the research, the length of teachers' pedagogical experience and their teaching specialty do not play a decisive role. As for the age of respondents, there is a small difference in application of the activating methods between younger and older teachers. The research shows that the younger teachers employ activation a little bit more than the older colleagues.

Moreover, research data show that movement activities and group work are integral to the activating teaching methods and that the teachers of English and German languages use both at least once a week.

The research ascertained that the teachers do not apply the same activating methods all over again, since they modify the methods that they use and think up new procedures. It is not surprising because if they do not change the methods, it may not be so interesting and motivating for the pupils.

One of the goals of the survey was to find out how the teachers who employ the activating methods acquainted with these methods. According to the responses that I got, I ascertained that the most of the teachers learned about the methods at university or through self-study. Many of foreign language teachers familiarized with them also via colleagues or in various training courses.

The research showed that the teachers of English and German languages have with a few exceptions positive experience with the application of the activating teaching methods. Only 2 respondents out of 56 stated that they do not have any experience. It implies that the use of

activating teaching methods is currently very widespread in the foreign language teaching. It is possible to infer that foreign language teachers consider activating methods to be very useful methods nowadays. Teachers' age, length of pedagogical experience and teaching specialty do not play too important role.

6. RESEARCH AMONG PUPILS

The subject of the research is activating of pupils in English and German languages. The main aim of the research was to ascertain which activities have the biggest success by the pupils and by which activities pupils worked the most actively. The next objective was to find out if there is some difference in activation of younger pupils and older pupils. The research also focused on the difference in activation of girls and boys.

6.1. Research methods

The data were collected by means of questionnaires (Attachment C). The questionnaires were anonymous and distributed via paper forms to the pupils at lower secondary school where my pedagogical practical training took place. The survey was conducted in my English and German language lessons and the target group of respondents were students of the second stage (6th – 9th grade). The total number of respondents who entered the survey was 84 – 21 pupils from sixth grade, 24 pupils from seventh grade, 22 pupils from eighth grade, 17 pupils from ninth grade.

The questionnaire contains 3 closed-ended questions, in which the respondents chose one or more options. In the first question, the students could choose “other” as an option and fill in another option that is missing there or that suits better.

6.2. Hypotheses

I have formulated three hypotheses on the basis of aims of the survey:

H1: Girls work more actively than boys.

H2: Younger pupils work more actively than older pupils.

H3: Pupils like activities that are entertaining and connected with movement and group work the most.

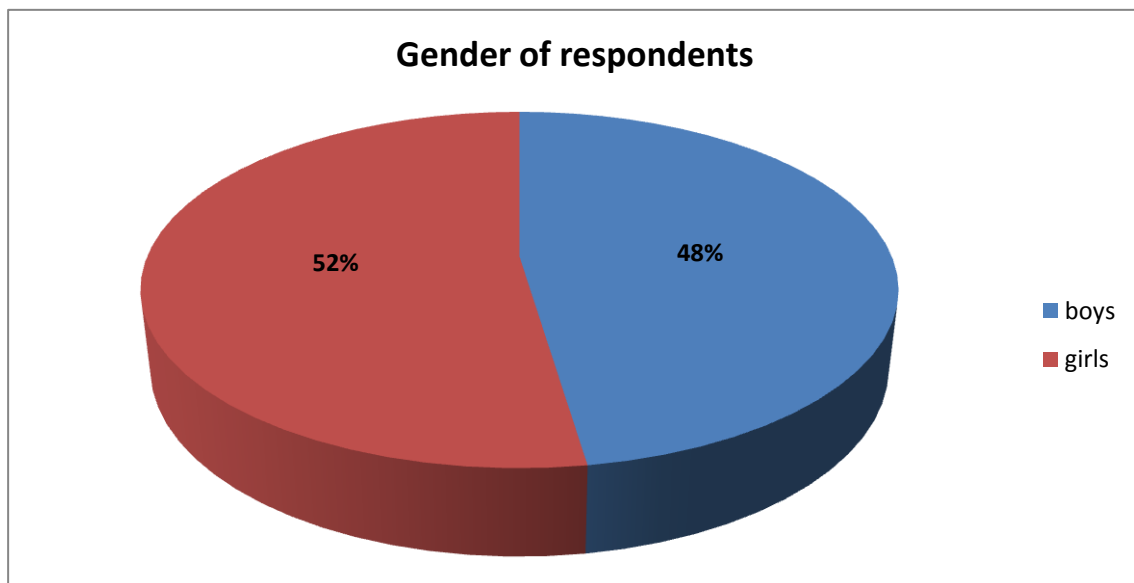
6.3. Analysis of research

Data acquired from the questionnaires were gathered and classified. The results are described below and shown in the following charts.

Gender of respondents

The representation of boys and girls was relatively balanced. The total number of respondents was 84, 44 girls and 40 boys.

Chart n. 32:

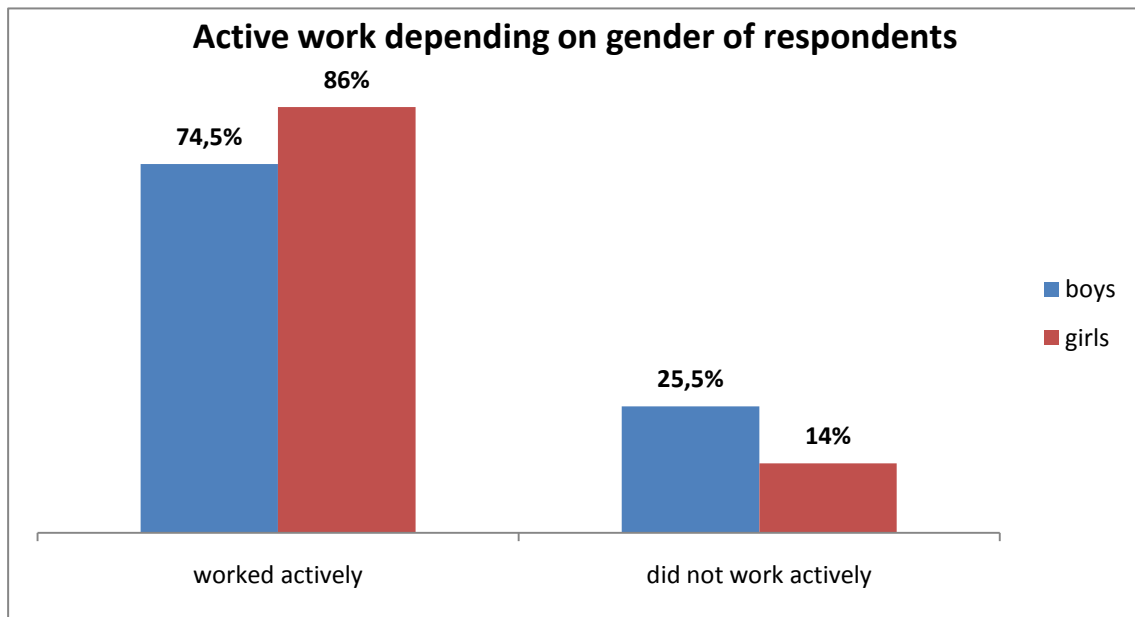


Activation of pupils depending on gender

The respondents got questionnaires with the list of activities that they did in the course of my pedagogical practical training and their task was to fill in whether they worked actively or not next to each activity. The results that were acquired are displayed in chart n. 33.

As showed in diagram, girls worked more actively than boys. Girls stated in the questionnaires that they worked actively during 86 % of activities and not actively during 14% of activities. Boys in contrast to girls worked actively during 74, 5% of activities and not actively during 25, 5%. The difference in active work between boys and girls is almost 12%.

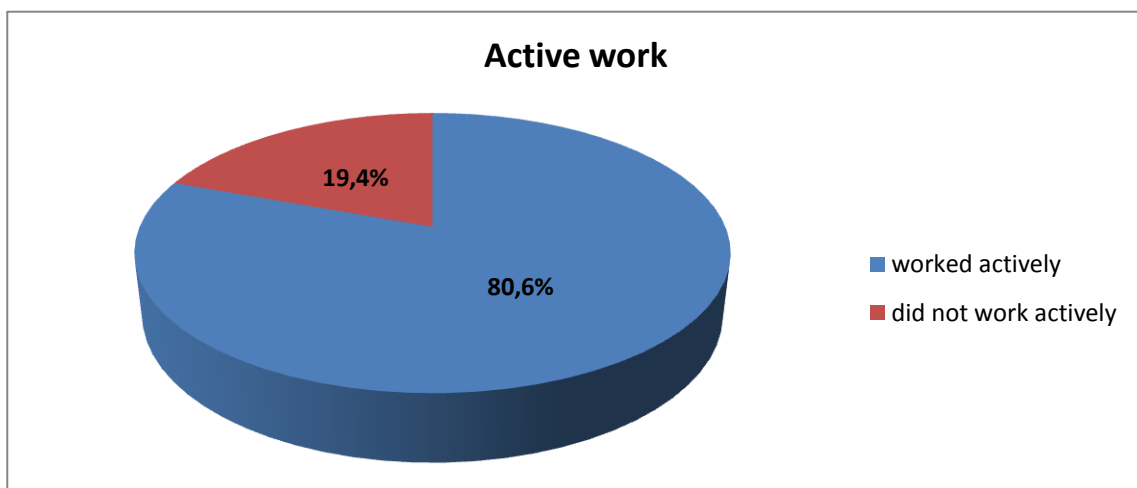
Chart n. 33:



Activation of pupils

Regarding active work not depending on gender of respondents, pupils stated that they worked actively during 80,6% of activities and not actively during 19,4% of activities. The percentage representation is displayed in chart n. 34.

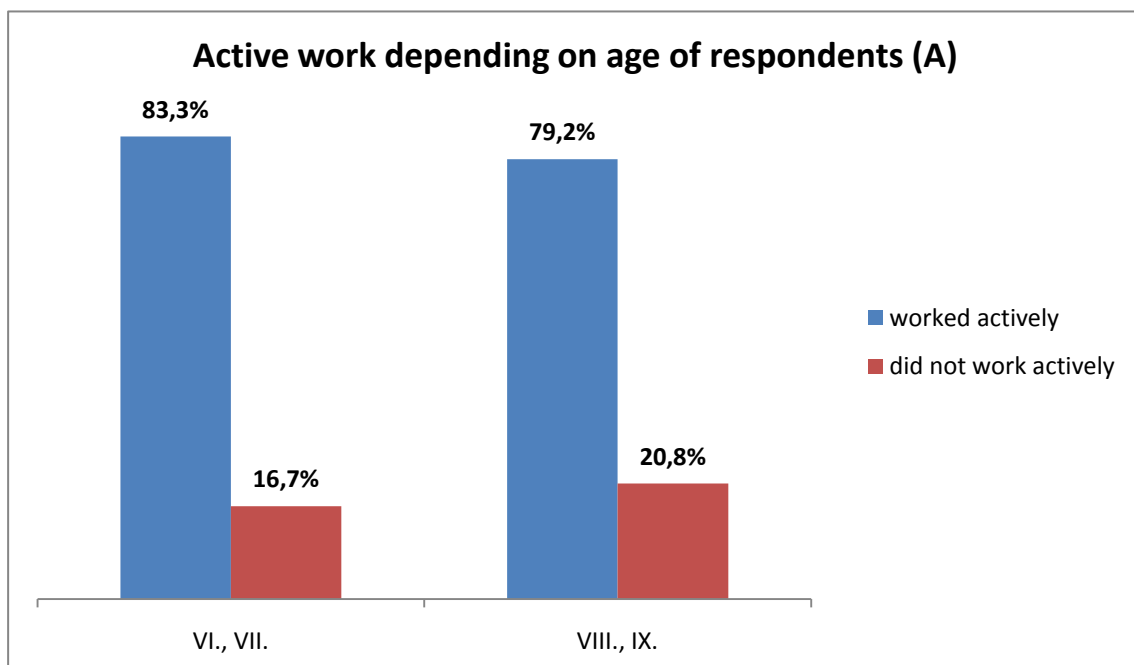
Chart n. 34



Activation of pupils depending on age

As mentioned above, the research was conducted among pupils of sixth, seventh, eighth and ninth grade. On the basis of questionnaires, it was ascertained if the younger pupils (sixth and seventh grade) work more actively than older pupils (eighth and ninth grade). As displayed in chart n. 35, younger pupils stated that they worked actively during 83,3% of activities whereas older pupils worked actively during 79,2%. It is possible to infer from the results that active work of younger pupils (sixth and seventh grade) and older pupils (eighth and ninth grade) is almost equal because the difference between pupils is only 4,1%.

Chart n. 35:

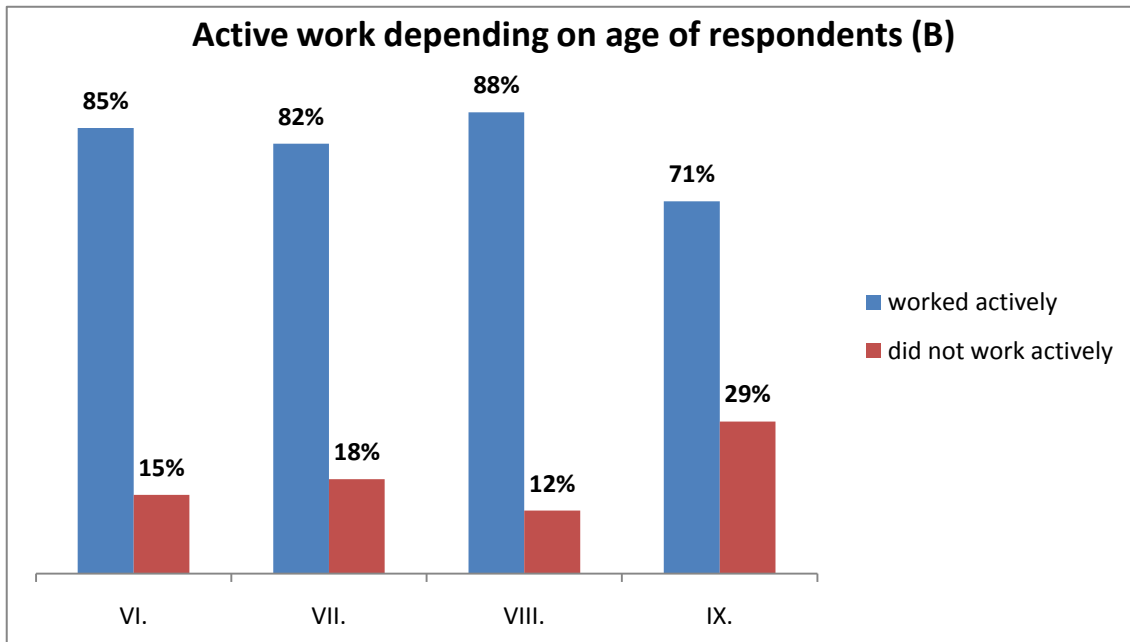


It was created another diagram in order to find out if there are any differences between individual classes. The chart n. 36 displays active work depending on age of respondents - on class which they attend.

It implies that the pupils of eighth grade were the most active of all the pupils because they worked actively during 88% of activities. The difference between sixth, seventh and eighth grade is small since the percentage ranges from 82% to 88%. Concerning ninth grade, there is a radical decline in pupils' activity. It follows that students of ninth grade were the least active pupils since they worked actively during 71% of activities.

The diagram shows that the oldest learners (ninth grade) do not work as actively as younger learners (sixth, seventh, eighth grade).

Chart n. 36:

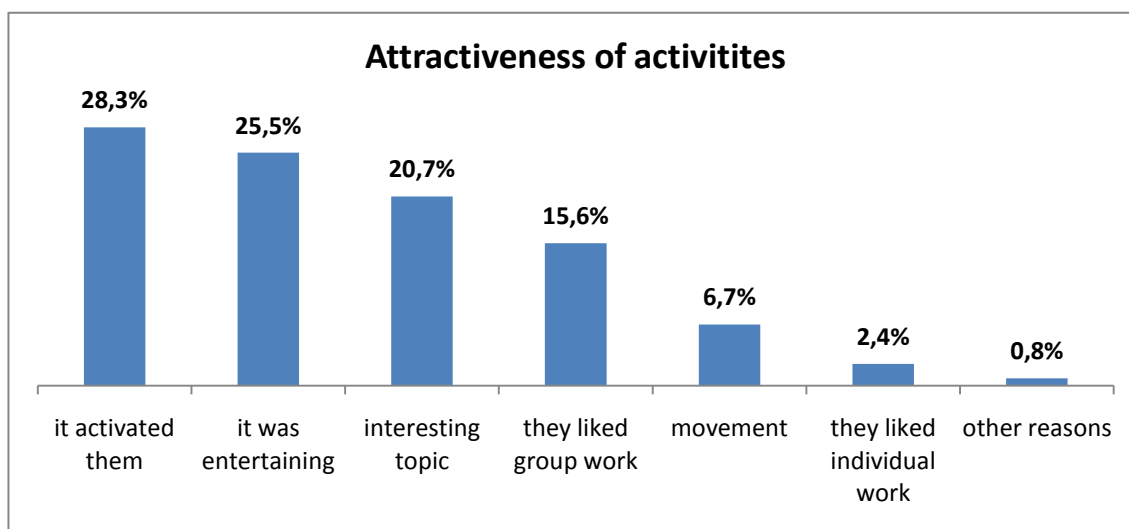


Attractiveness and unattractiveness of activities

Question n. 1 (Did you like this activity?) in the questionnaire (Attachment C) was aimed at the attractiveness of individual activities. This question was incorporated into the questionnaire in order to ascertain which activities are attractive to pupils and why do they like them. The research shows that pupils liked 28, 3% of activities because they activated them (“woke them up”) and 25, 5% of activities because they were entertaining. Pupils also stated very often that they liked activities because of interesting topic (20, 7%) and because they like group work or pair work (15, 6%). Only a few learners liked some activities because of movement (6, 7%) or because of the possibility to work alone (2, 4%). Some pupils stated also other reasons why they liked activities such as: The activity variegated the lesson. The activity was original. The activity was well invented.

The reasons why pupils liked activities are displayed in chart n. 37.

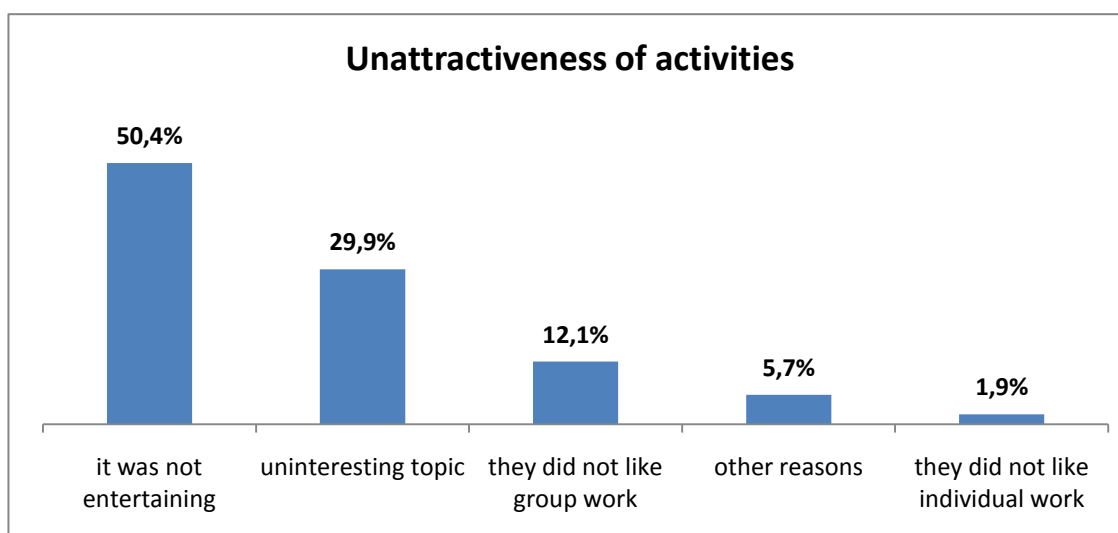
Chart n. 37



Furthermore, question n. 1 helped to find out why pupils do not like certain activities. The reasons are showed in chart n. 38.

Many pupils stated that they did not like activities because they were not entertaining. The second largest reason why the learners did not like the activities was because of uninteresting topic. The reason that was mentioned several times was that the pupils do not like group work. Some learners chose option “other reason” and stated for instance that they did not like the activity because they were not successful at it or because it was boring or difficult. The reason that was mentioned only by a few pupils was the unattractiveness of individual work.

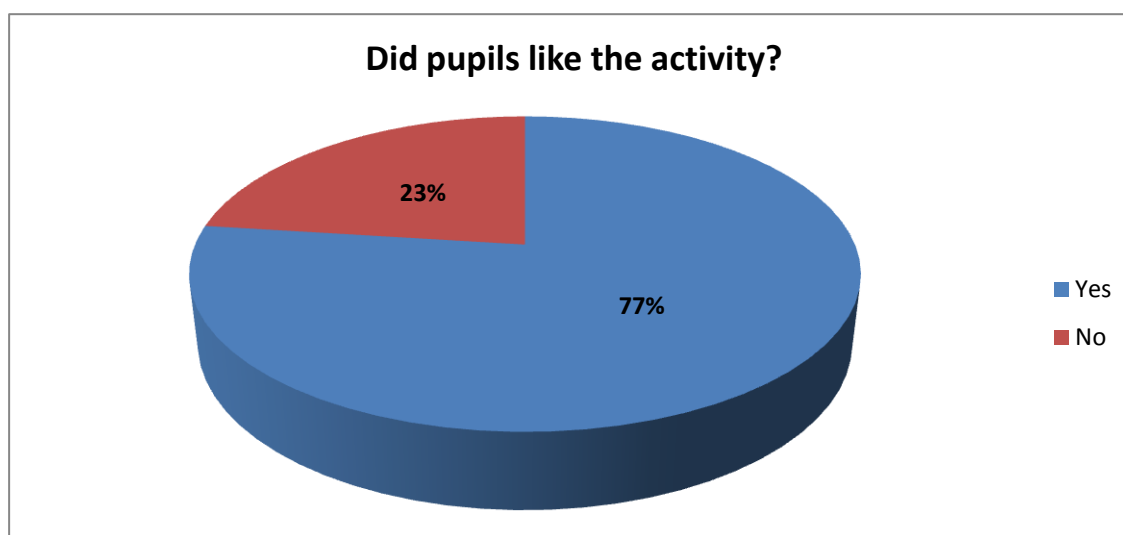
Chart n 38:



Popularity of activities

The results of questionnaires show that the activities that I employed in the foreign language teaching were attractive to children for the most part. All data were summarized and put into chart n. 39, which displays that pupils liked 77% of activities. I tried to apply all types of activating teaching methods during my pedagogical training. Nevertheless, the type of activating method that was used the most was didactic game. The second and third most frequent methods were staging and discussion methods. It is possible to deduce that these methods are popular by pupils since they liked 77% of used activities.

Chart n. 39:



6.4. Verification of hypotheses

H1: Girls work more actively than boys.

According to the results summarized in chart n. 33, girls worked more actively than boys. The difference in active work between boys and girls in foreign language teaching is almost 12%. The research shows that boys worked less actively than girls and it proves that hypothesis n. 1 was right. On the basis of mentioned facts, the hypothesis n. 1 can be confirmed.

H2: Younger pupils work more actively than older pupils.

Charts n. 35 and 36 deal with the age of pupils - with class which they attend. However, only results summarized in chart n. 36 will be used for verification of hypothesis n. 2 since it provides more important data.

The diagram n. 36 shows that the oldest learners (ninth grade) do not work as actively as younger learners (sixth, seventh, eighth grade). It implies that younger pupils work more actively than older pupils by which the activation is more difficult. According to the results of the research, hypothesis n. 2 is right and it can be confirmed.

H3: Pupils like activities that are entertaining and connected with movement and group work the most.

As displayed in chart n. 37, the pupils like the activities that activate them and that are entertaining the most. Interesting topic and the fact if the learner work in group or alone are decisive for them as well. According to the results, movement takes the fifth place (6, 7%). Thus it seems that pupils do not consider movement to be so much important.

Summing up the results, one may say that pupils like the activities that are entertaining and connected with group work and movement but there are also other important factors that determine if the learners like an activity. For that reason, hypothesis n. 3 can be partially confirmed and partially disproved.

6.5. Summary of results

The results of survey show that there appears to be a difference in activity of boys and girls and in activity of younger and older pupils. On the basis of research, girls worked more actively than boys. Concerning age of pupils, it was ascertained that the oldest age group (ninth grade) worked the least actively. Therefore, it may be deduced that it is more difficult to activate both boys and older pupils. The questionnaires conducted among pupils helped to find out which activities should foreign language teachers use in order to attract learners and activate them more. The students liked activities that “woke them up” the most. It most likely means that the activity was interesting for pupils and that it livened up or variegated the

lesson. Furthermore, the learners liked group activities that were entertaining and had interesting topic.

On the basis of the research, I inferred that the overwhelming majority of activities fulfilled their role effectively because the pupils worked actively during almost 81% of them. The major part of activities activated the learners which was the goal.

7. PRACTICAL ACTIVITIES

This chapter includes activities that can be employed in the foreign language teaching. During my pedagogical practical training, I used different activities that the pupils evaluated in the mentioned questionnaires (Attachment C). In this section of practical part, examples of activities that were well assessed by pupils are given.

Following subchapters include activities that are focused on development of all four language skills such as speaking, reading, listening and writing, and on practise of formal aspects of language such as vocabulary, grammar and pronunciation. The activities are described in brief and subsequently evaluated on the basis of results gained from research conducted among pupils of sixth, seventh, eighth and ninth grade.

7.1. Speaking

Role play

The activity that was applied in sixth grade is an example of staging activating method. The pupils worked in pairs. One pupil played the role of information centre worker and got the map of town. Another pupil played the role of foreigner and got the blind map of town. Foreigner's task was to find out which buildings are in town and where they are.

Role play was successful by 85, 7% of learners. The pupils of sixth grade evaluated this activity with average mark 1, 31. The activity appealed to the most of the children because of interesting topic. Furthermore, the pupils liked that the activity was entertaining and that they worked in pairs.

7.2. Reading

Run for it

The activity called "Run for it" was applied mainly in order to develop reading skill. However, pupils could also practise grammar thanks to this activity. I drew inspiration for this activity from Zormanová (2015 [online]).

At first I prepared a few sentences with missing words. The words that were omitted in the sentences were written on the coloured (blue, yellow) cards which were placed in the classroom. The pupils were split up into two groups. The sentences with missing words were projected and pupils' task was to find out which word was omitted and bring the card with missing word. In order to avoid chaos, the cards (blue) belonging to the group 1 were placed on the left side of classroom and cards (yellow) belonging to the group 2 on the right side. Team who was faster and brought more cards won.

The activity was applied in seventh grade and was assessed with average mark 1, 7. As stated in questionnaires, all pupils liked this activity. The research showed that the pupils liked the possibility to work in teams and to move. Many children also mentioned an interesting topic (the activity focused on fairy tale "Little Red Riding Hood") as the reason why they liked it.

7.3. Listening

Who is faster?

The teacher chooses audio recording (song, dialog...) and prepares cards with key words from the recording. Set of cards should include also words that do not appear in recording or words that are similar to key words. The pupils work in pair. They lay out cards on the desks, listen and compete with each other. When the pupil hears the word, he or she should take the card with correct word as fast as possible. The pupil who has more cards wins.

This activity was incorporated into the German lesson. I concluded not only from the results of questionnaires but also from the reactions of pupils that the activity was perceived in a positive way. According to the research, the learners liked "Who is faster?" especially because of the entertainment and pair work. The activity evaluated with mark 1,1 succeeded by all pupils of eighth grade.

7.4. Writing

Creative writing

The main aim of this activity was development of writing. Nevertheless, also other language skills such as reading and listening were engaged.

Pupils worked individually and their task was to choose one person from picture that I attached to the board. Afterwards I asked different questions (for instance: What's person's name? What are his or her hobbies?) and the pupils thought up answers which they wrote down. They swapped papers with the classmates after that and wrote a short story on the basis of given data.

Creative writing was applied in ninth grade in German lesson and it was considered to be one of the best activities. The activity was evaluated with average mark 1, 05 and it had success by almost 94% of pupils who stated that they liked it because it was interesting and entertaining.

7.5. Vocabulary

Bingo

Bingo is a didactic game that is very well known by both teachers and pupils. The advantage is that it is not demanding for teachers and still it is very popular by pupils. According to the research, Bingo ranks among the best evaluated activities. All pupils of eighth grade assessed this activity with mark 1 and all liked it. The vast majority of them stated that the activity appealed to them because it was entertaining and because it activated them.

7.6. Grammar

Tic-tac-toe

As Zormanová (2015 [online]) states, Tic-tac-toe is a didactic game that is suitable for pupils with different levels of language proficiency and for practising of different skills. I

employed this activity in German lesson in order to practise grammar – conjugation of regular verbs in present tense. However, it may be used also for practising of other formal aspects of language such as vocabulary and pronunciation.

The activity may be realized as follows. The teacher draws playing field on the board and writes verb infinitive into each square. The class is divided into two teams – one team uses noughts and another uses crosses. Teams choose squares by turns and their task is to conjugate certain verb correctly. The team that gets five symbols in a row wins. (Zormanová, 2015 [online])

The activity was employed in ninth grade and the overwhelming majority of pupils evaluated it positively. 79% of students liked this activity and it got average mark 1, 83. The most of pupils stated that they liked tic-tac-toe because it was entertaining and because they could work in groups.

7.7. Pronunciation

Piggy

As Hladík (2013, p. 15) states, the activity called “Piggy” serves as practise of spelling. The process of activity is as follows. A pupil thinks up some word and draws lines instead of writing the letters of word. The number of lines and letters must be identical. The classmates try to guess the word so that they say different letters of the alphabet. The letter that is guessed correctly (it is included in the hidden word) is completed. When the wrong letter is said, the pupil draws one part of piggy. Game ends when the word is revealed or when the whole piggy is drawn. (Hladík, 2013, p. 15)

This activity employed in eighth grade during German lesson belonged among the best evaluated – average mark was 1, 27. According to the research, all learners liked this activity focused on spelling. The pupils stated that the activity was entertaining and that it activated them well. A few of them also liked that they could move a little bit.

Conclusion

In the conclusion of the thesis, I would like to summarize the results I came to. The main aim of this diploma thesis was to introduce activation and activating teaching methods and to ascertain which role they have in foreign language teaching, particularly in English and German languages. The aim of the practical part was to find out more about the activation of pupils and application of the activating teaching methods in the foreign language instruction.

In the fifth and sixth chapter, I depicted results of the research conducted among foreign language teachers and pupils at elementary schools. I found out that many teachers of English and German languages apply activating teaching methods every lesson or more than once a week mainly in stages of fixation, application and motivation. Only few teachers do not employ these methods in their lessons mainly because they are time-demanding and insufficiently effective. These reasons correspond to some of the drawbacks that were mentioned in the theoretical part dealing with individual types of activating teaching methods.

Moreover, the research showed that the didactic game is the most used type of activating methods. This result is in accordance with my own experience because during my pedagogical practical training I used didactic games the most of all. In addition to that, the survey showed that the foreign language teachers apply also other types of activating methods such as discussion, staging, situational and heuristic methods.

The research established the reasons why the teachers employ the activating teaching methods. The reasons such as variegation of lesson, activity and involvement, motivation and entertainment have a lot in common with the reasons why the pupils like the activities. Survey conducted among pupils showed that the pupils like activities with interesting topic that are entertaining and which activate them.

It was also ascertained that the teachers use group work in their lessons very frequently. The application of group work is very important which is supported also with the results gained from pupils. The activities that were connected with group work were very popular by pupils and evaluated in a positive way.

Furthermore, the research showed that the teachers consider movement to be more important than children. Many teachers connect activities with movement which means that they attach big importance to it. Regarding the pupils, the movement does not play too important role for them. Only few of pupils mentioned that they liked movement by the activities that were connected with it.

The research showed that the activation is more difficult by boys and older pupils (pupils of ninth grade). The teachers should be aware of it and should choose activities that will appeal also to these groups of pupils. The teachers should choose mainly group activities that are entertaining, interesting and that “wake children up”.

On the basis of gained facts, I conclude that the activation plays important role in foreign language teaching. The application of activating teaching methods is very widespread in the present-day teaching and very popular by both teachers and pupils. The research helped to find out that the pupils like majority of activating methods and that they work actively during many of the activities.

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Attachments

Attachment A

Complex classification of the basic groups of teaching methods:

(Maňák, 2001 in Zormanová, 2012, p.14-15)

A. Methods according to source of cognition and according to type of knowledge -didactic aspect

I. Verbal methods

1. Monologic methods (explanation, lecture, ...)
2. Dialogic methods (conversation, dialogue, discussion, ...)
3. Methods of writing (writing exercises, essay, ...)
4. Methods of work with textbook, book, text material

II. Illustratively demonstrative methods

1. Observation of objects and phenomena
2. Demonstration (of objects, activities, experiments, models)
3. Demonstration of static pictures
4. Static and dynamic projection

III. Practical methods

1. Practice of motoric and working skills
2. Laboratory activities of pupils
3. Practical activities (in workshops, in school plot)
4. Art and graphic activities

B. Methods according to activity and autonomy of pupils – psychological aspect

I. Communications methods

II. Methods of pupils' independent work

III. Explorational, research and problem solving methods

C. Characterization of methods according to mental processes – logical aspect

I. Comparative method

II. Inductive method

III. Deductive method

IV. Analytic-synthetic method

D. Method variants according to stages of educational process – procedural aspect

- I. Methods of motivation
- II. Methods of exposition
- III. Methods of fixation
- IV. Methods of diagnostic
- V. Methods of application

E. Method variants according to teaching forms and tools – organizational aspect

- I. Combination of methods with teaching forms
- II. Combination of methods with teaching aids

F. Activating methods – interactive aspect

- I. Discussion methods
- II. Situational methods
- III. Staging methods
- IV. Didactic games
- V. Specific methods

Attachment B

Questionnaire for teachers

Dotazník pro učitele cizích jazyků na ZŠ

Vážená paní učitelko, vážený pane učiteli,

dovolte mi Vás požádat o vyplnění následujícího dotazníku, který poslouží pro zpracování mé diplomové práce na téma „Aktivizace žáků ve výuce cizích jazyků“. Dotazník je anonymní a zjištěné údaje budou použity pouze pro účely mé diplomové práce.

Vámi zvolenou odpověď vždy zakroužkujte. U některých otázek můžete vybrat více odpovědí.

Děkuji Vám za Váš čas a ochotu.

Bc. Taťána Trnková

1. Pohlaví:

- a. žena
- b. muž

2. Věk:

- a. méně než 25 let
- b. 25 - 35
- c. 36 - 45
- d. 46 - 55
- e. více než 55 let

3. Délka pedagogické praxe:

- a. do 5 let
- b. 6 – 10 let
- c. 11 – 20 let
- d. 21 let a více

4. Na jakém stupni ZŠ vyučujete?:

- a. 2. stupeň ZŠ
- b. 1. a 2. stupeň

5. Vyučujete:

- a. anglický jazyk
- b. německý jazyk
- c. anglický a německý jazyk

6. Používáte aktivizující výukové metody ve výuce cizího jazyku/cizích jazyků?

Aktivizující metody kladou důraz na aktivní účast žáků ve výuce, jejich zapojení do výukových aktivit, na myšlení a řešení problémů. (Maňák, Švec, 2003, s. 105).

Mezi aktivizující výukové metody patří např. didaktické hry, inscenační a situační metody. (viz podrobněji v otázce č.8)

- a. ano
- b. ne

Krátce zdůvodněte:

Aktivizující výukové metody používám/nepoužívám, protože

.....

.....

Pokud jste na otázku číslo 6. odpověděli „ne“, přejděte rovnou na otázku číslo 15.

Pokud jste na otázku číslo 6. odpověděli „ano“ pokračujte dále otázkou číslo 7.

7. Jak často aktivizující výukové metody ve výuce cizího jazyku/cizích jazyků používáte?

- a. každou vyučovací hodinu
- b. více než jednou týdně
- c. jednou týdně
- d. dvakrát až třikrát za měsíc
- e. jednou za měsíc a méně

8. Jaké aktivizující výukové metody používáte? Zakroužkujte, jak často je používáte.

a. DISKUSNÍ METODY (DISKUSE, DEBATA,...)

každou hodinu – více než 1 x týdně – 1x týdně – 2x až 3x za měsíc – 1x za měsíc a méně – nepoužívám

b. HEURISTICKÉ (PROBLÉMOVÉ VYUČOVÁNÍ, ŘEŠENÍ PROBLÉMŮ)

každou hodinu – více než 1 x týdně – 1x týdně – 2x až 3x za měsíc – 1x za měsíc a méně – nepoužívám

c. SITUAČNÍ (ROZBOR SITUACE, ŘEŠENÍ KONFLIKTNÍ SITUACE, ŘEŠENÍ INCIDENTU,...)

každou hodinu – více než 1 x týdně – 1x týdně – 2x až 3x za měsíc – 1x za měsíc a méně – nepoužívám

d. INSCENAČNÍ (HRANÍ ROLÍ)

každou hodinu – více než 1 x týdně – 1x týdně – 2x až 3x za měsíc – 1x za měsíc a méně – nepoužívám

e. DIDAKTICKÉ HRY (KŘÍŽOVKA, DOPLŇOVAČKA, PEXESO, KVÍZ, DIVADLO, ...)

každou hodinu – více než 1 x týdně – 1x týdně – 2x až 3x za měsíc – 1x za měsíc a méně – nepoužívám

f. JINÉ (doplňte).....

každou hodinu – více než 1 x týdně – 1x týdně – 2x až 3x za měsíc – 1x za měsíc a méně

9. Ve které fázi výuky používáte aktivizující výukové metody? (Můžete vybrat více možností.)

- a. ve fázi motivační
- b. ve fázi expoziční (prezentace učiva)
- c. ve fázi fixační (opakování, procvičování učiva)
- d. ve fázi aplikační (používání osvojeného učiva)
- e. ve fázi diagnostické (prověřování, hodnocení vědomostí a dovedností)

10. Propojujete aktivizující výukové metody s pohybovými aktivitami?

- a. ano, každou hodinu
- b. ano, více než 1 x týdně
- c. ano, 1x týdně
- d. ano, 2x až 3x za měsíc
- e. ano, 1x za měsíc a méně
- f. ne

11. Zařazujete do výuky skupinové práce? Pokud ano, zakroužkujte, jak často.

- a. ano, každou hodinu
- b. ano, více než 1 x týdně
- c. ano, 1x týdně
- d. ano, 2x až 3x za měsíc
- e. ano, 1x za měsíc a méně
- f. ne

12. Obměňujete aktivizující metody, které v hodinách používáte?

- a. ano
- b. ne

13. Vymýšlíte nové postupy k aktivizaci žáků?

- a. ano
- b. ne

14. Jak jste se seznámil(a) s aktivizujícími výukovými metodami? (Můžete vybrat více možností.)

- a. při studiu na vysoké škole
- b. na školení
- c. samostudiem
- d. prostřednictvím kolegů
- e. jinak(doplňte).....

15. Jaké máte zkušenosti z výuky s používáním aktivizujících výukových metod?

- a. dobré
- b. spíše dobré
- c. spíše špatné
- d. špatné
- e. nemám žádné zkušenosti

Attachment C

Questionnaire for pupils – part 1

Pohlaví:

- a. chlapec
- b. dívka

1. Líbila se ti tato aktivita?

- a. ano
- b. ne

Pokud ano - Proč se ti líbila? (Můžeš zakroužkovat více možností.)

- a. byla zábavná
- b. rád(a) pracuji ve skupinách, dvojicích
- c. rád(a) pracuji samostatně
- d. zajímavé téma
- e. aktivizovala („probudila“) mě
- f. pohyboval(a) jsem se během ní, nemusel(a) jsem sedět v lavici
- g. jiné (doplň).....

Pokud ne – Proč se ti nelíbila? (Můžeš zakroužkovat více možností.)

- a. nebyla zábavná
- b. nerad(a) pracuji ve skupinách, dvojicích
- c. nerad(a) pracuji samostatně
- d. nezajímavé téma
- e. jiné(doplň).....

2. Jakou známkou bys tuto aktivitu ohodnotil(a)?

1 – 2 – 3 – 4 – 5

3. Pracoval(a) jsi při této činnosti aktivně?

- a. ano
- b. ne

Questionnaire for pupils – part 2

Aktivity VI.	Otázka 1.		2.	3.
	ano	ne		
Příklad: pexeso	a, c,...	/	2	(ano) - ne
Denní rutina – Práce ve dvojicích. Jeden žák vedl interview, druhý žák odpovídal. (Např. When do you get up? When do you have breakfast?) Diskuse.				ano – ne
Can you....? – Promítání obrázků na tabuli. Tvoření otázek podle obrázku – Can you ski? Can you...?				ano – ne
Hraní rolí (Cizinec ve městě) – Práce ve dvojicích. Jeden žák je cizinec a druhý pracuje v informačním centru. Cizinec má prázdnou mapku a zjišťuje od pracovníka, jaké a kde jsou ve městě budovy.				ano – ne
Jakou mám paměť? – Každý žák si vybere kartičku s obrázkem, obrázek anglicky pojmenuje a napíše na tabuli. Poté mají žáci 1 minutu na zapamatování slov z tabule. Po 1 minutě se snaží vypsát co nejvíce slov, která si zapamatovali.				ano – ne
Pravda nebo lež? – Paní učitelka po třídě na lavice rozmístila barevné kartičky s větami. Žáci chodili a rozhodovali, jestli jsou věty na lístečcích pravdivé nebo lživé.				ano – ne
Písmenkový maraton – Paní učitelka napsala na tabuli několik písmenek. Žáci skládali z těchto písmenek slova. (car, cat, two,...)				ano – ne
Mapa – Hledání měst a zemí na mapě Velké Británie. Žáci si četli o nových dětech, které se budou objevovat v učebnici a hledali na mapě místa, kde bydlí.				ano – ne
Kdo to je? – Každý žák si vybral 1 spolužáka ze třídy a popsal ho pár větami. Poté žáci četli své popisy a ostatní hádali, o koho jde.				ano – ne

Aktivity VII.B	Otázka 1.		2.	3.
	ano	ne		
Příklad: pexeso	a, c, ..	/	2	<input checked="" type="radio"/> ano - ne
Doběhni si pro to – Žáci rozdělení na 2 skupiny. Paní učitelka promítá věty z Červené Karkulky, kde chybí slova. Zástupci skupin hledají správné kartičky se slovy. Soutěží, kdo je najde první.				ano – ne
Filmový Kvíz – Žáci podle obrázků hádají, o jaký film se jedná. (Shrek, Titanic, Hříšný tanec). Následná diskuse.				ano – ne
Zábava – Žáci si přečetli text o Sophie a následně jim paní učitelka promítla bubliny s chybějícími slovy. Žáci doplňovali chybějící slova.				ano – ne
Horolezci - Žáci dostali hrací plány s namalovanou horou a prázdnými políčky. Paní učitelka diktovala slovíčka a žáci je anglicky doplňovali. Všichni začínali dole pod horou a šplhali až na vrchol.				ano – ne
Best – dressed brother – Práce ve dvojicích. Žáci dostali kartičky se slovíčky (shoes, £120,...) . Poslouchali a pokud nějaké slovíčko uslyšeli, vybrali ho a řadili do správného pořadí.				ano – ne
V obchodě – Práce ve dvojicích. Žáci dostali rozstříhaný rozhovor prodavačky a zákazníka. Řadili kartičky podle toho, co říká prodavačka a co zákazník.				ano – ne
Najdi chybu! – Žáci poslouchali rozhovor, který se trochu lišil od rozhovoru na kartičkách. Žáci hledali a opravovali chyby. (např. shirt -> T-shirt, £10.59 -> £10.95)				ano – ne
Rozhovor mezi prodavačkou a zákazníkem – Žáci si připravovali rozhovor. Jeden ze dvojice hrál zákazníka a druhý prodavače.				ano – ne
Písnička ze Shreka – Žáci poslouchali písničku a seřazovali sloky písňě. Poté doplňovali do písničky slova z tabulky.				ano – ne
Osmisměrka – slova týkající se zábavy (pantomime, cinema, TV,..)				ano – ne
Co patří k sobě? – spojování obrázků a typů TV programů (kreslený film, sci-fi,...)				ano – ne
London Eye – čtení plakátu o 4D kině, odpovídání na otázky, diskuse				ano – ne
Jaká jsem filmová postava? – Práce ve dvojicích. Žáci popisovali filmové postavy, poté četli spolužákům své věty. Spolužáci hádali, o jaké filmové postavy se jedná. Kdo věděl jako první, získal bod.				ano – ne

Aktivity VII. A	Otázka		2.	3.
	1.			
	ano	ne		
Příklad: pexeso	a, c, e,	/	2	<input checked="" type="radio"/> ano - ne
Kdo ví více? – Práce ve skupinkách. Ve třídě byly stanice se dvěma barvami a u každé jiné téma (FOOD, FRUIT & VEGETABLE). Žáci napsali co nejvíce slov k těmto tématům. Poté si papíry vyměnili s jinou skupinou, opravili chyby a sečetli body.				ano – ne
Co je to za pohádku? – Práce ve dvojicích. Žáci se podle sloves (např. eat up = sníst, jump out = vyskočit) snažili uhodnout, o jakou pohádku se jedná. Jestli měli pravdu, se dozvěděli při poslechu pohádky. Slovesa byla z Červené Karkulky.				ano – ne
Červená Karkulka – poslouchání pohádky. Žáci podtrhávali všechna slovesa v minulém čase, která slyšeli.				ano – ne
Horolezci - Žáci dostali hrací plány s namalovanou horou a prázdnými políčky. Paní učitelka diktovala slovíčka (oblečení) a žáci je anglicky doplňovali. Všichni začínali dole pod horou a šplhali až na vrchol.				ano – ne
Best – dressed brother – Práce ve dvojicích. Žáci dostali kartičky se slovíčky (shoes, £120,...) . Poslouchali a pokud nějaké slovíčko uslyšeli, vybrali ho a řadili do správného pořadí.				ano – ne
V obchodě – Práce ve dvojicích. Žáci dostali rozstříhaný rozhovor prodavačky a zákazníka. Řadili kartičky podle toho, co říká prodavačka a co zákazník.				ano – ne
Najdi chybu! – Žáci poslouchali rozhovor, který se trochu lišil od rozhovoru na kartičkách. Žáci hledali a opravovali chyby. (např. shirt -> T-shirt, £10.59 -> £10.95)				ano – ne
Rozhovor mezi prodavačkou a zákazníkem – Žáci si připravovali rozhovor. Jeden ze dvojice hrál zákazníka a druhý prodavače.				ano – ne
Písnička ze Shreka – Žáci poslouchali písničku a seřazovali sloky písně. Poté doplňovali do písničky slova z tabulky.				ano – ne

Aktivity VIII.B	Otázka 1.		2.	3.
	ano	ne		
Příklad: pexeso	a, c, e,		2	<input checked="" type="radio"/> ano - ne
Červík – Červík snědl několik písmen v různých slovech. Žáci doplňují chybějící písmena. např. __CHŮ__				ano – ne
Vyhláskuj jméno! – Práce ve dvojicích. Paní učitelka píše na tabuli různá jména. Jeden žák je otočený zády k tabuli a druhý mu jméno hláskuje.				ano – ne
Rozházené slabiky – Na tabuli jsou rozházené slabiky (Ha, Auf, Mor, te, gen,...), žáci dávají dohromady slova.				ano – ne
Heute ist... - Práce ve dvojicích. Jeden ze dvojice je otočený zády nebo má zavřené oči. Paní učitelka ukazuje dny v týdnu. Druhý ve dvojici radí spolužákovi pomoci vět „Morgen ist..., Gestern war...“, jaký den paní učitelka ukazuje.				ano – ne
Sedni si nebo zůstaň stát! – Paní učitelka diktuje německy čísla. Pokud řekne liché číslo, žáci se posadí. Pokud řekne sudé číslo, žáci zůstanou stát. Kdo se splete, vypadává.				ano – ne
Bingo – Paní učitelka diktuje německá čísla. Pokud má žák ve své tabulce číslo, které paní učitelka řekne, škrtně si ho. Kdo má přeškrtnanou celou řadu, křičí bingo a vyhrává.				ano – ne
Had – Paní učitelka diktuje příklady např. eins + zehn – vier... Žáci si počítají příklady v hlavě nebo si je zapisují. Komu na konci číselného hada vyjde správný výsledek, vyhrává.				ano – ne
Kdo je rychlejší? – Žáci poslouchají písničku. Ve dvojicích dostanou kartičky s barvami. Ten, kdo z dvojice v písničce rychleji zaslechne barvu, kartičku si bere a má bod.				ano – ne
Karty – Práce ve skupinách. Žáci dostali kartičky s nepravidelnými slovesy. Postupně si losovali kartičku ze spolužákova balíčku. Když řekli všechny tvary správně, kartičku si nechali. Takto pokračovali dále.				ano – ne

<p>Uslyšíš všechna slovesa? – Žáci poslouchali krátký příběh. Měli za úkol vypsát co nejvíce sloves v předpřítomném čase, která se v poslechu objevovala.</p>			ano – ne
<p>Have you ever...? – Každý žák si vybral 1 kartičku s obrázkem a popisem např. eat snails. Poté chodili po třídě, pokládali otázku „Have you ever...?“ a ztišovali kolik spolužáků např. jedlo nebo nejedlo šneky.</p>			ano – ne
<p>Brainstorming – skupinový brainstorming na téma “Holiday”</p>			ano – ne
<p>Vymýšlení příběhu – Práce ve dvojicích. Žáci vymýšleli podle obrázků a vodítek v PS vlastní příběh.</p>			ano – ne

Aktivity VIII. A	Otázka 1.		2.	3.
	ano	Ne		
Příklad: pexeso	a, c, e,	/	2	ano – ne
Prasátko – Žáci chodí před tabulí a vymýšlí si slova. Místo písmen slova nakreslí jen čárky a ostatní hádají (řikají písmena abecedy). Správná písmena se doplní, za špatné se namaluje jedna část prasátka.				ano – ne
Chaos – Na tabuli jsou slova s přeházenými písmenky. Žáci se snaží přijít na to, jaká slova se tam ukrývají.				ano – ne
Heute ist... - Práce ve dvojicích. Jeden ze dvojice je otočený zády nebo má zavřené oči. Paní učitelka ukazuje dny v týdnu. Druhý ve dvojici radí spolužákovi pomocí vět „Morgen ist..., Gestern war...“, jaký den paní učitelka ukazuje.				ano – ne
Sedni si nebo zůstaň stát! – Paní učitelka diktuje německy čísla. Pokud řekne liché číslo, žáci se posadí. Pokud řekne sudé číslo, žáci zůstanou stát. Kdo se splete, vypadává.				ano – ne
Červík – Červík snědl několik písmen v různých slovech. Žáci doplňují chybějící písmena. např. __CHÜ__				ano – ne
Bingo – Paní učitelka diktuje německá čísla. Pokud má žák ve své tabulce číslo, které paní učitelka řekne, škrtně si ho. Kdo má přeškrtnou celou řadu, křičí bingo a vyhrává.				ano – ne
Had – Paní učitelka diktuje příklady např. eins + dreizehn – vier - zwei Žáci si sčítají příklady v hlavě nebo si je zapisují. Komu na konci číselného hada vyjde správný výsledek, vyhrává.				ano – ne
Karty – Práce ve skupinách. Žáci dostali kartičky s nepravidelnými slovesy. Postupně si losovali kartičku ze spolužákova balíčku. Když řekli všechny tvary správně, kartičku si nechali. Takto pokračovali dále.				ano – ne
Uslyšíš všechna slovesa? – Žáci poslouchali krátký příběh. Měli za úkol vypsát co nejvíce sloves v předpřítomném čase, která se v poslechu objevovala.				ano – ne
Have you ever...? – Každý žák si vybral 1 kartičku s obrázkem a popisem např. eat snails. Poté chodili po třídě, pokládali otázku „Have you ever...?“ a ztišovali kolik spolužáků např. jedlo nebo nejedlo šneky.				ano – ne
Vymýšlení příběhu – Práce ve dvojicích. Žáci vymýšleli podle obrázků a vodítek v PS vlastní příběh.				ano – ne

Aktivity IX.	1.		2.	3.
	a)ano	b)ne		
Příklad: pexeso	a, c, e,	/	2	<input checked="" type="radio"/> ano – ne
Škrtačí diktát – Soutěžení ve dvou skupinách. Paní učitelka diktovala německy čísla. Dva žáci běželi k tabuli a ten, kdo našel číslo a jako první ho škrtnul na tabuli, získal bod pro skupinu.				ano – ne
Pexeso – Spojování obrázků s německými výrazy ve dvojicích.				ano – ne
Časování – Práce v kruhu. Žák hodil spolužákovi míček a zadal mu sloveso, které měl za úkol vyčasovat. Aktivita takto pokračovala dále.				ano – ne
Hláskování – Žáci chodili před tabuli, vylosovali si kartičku se slovem, které hláskovali spolužákům. Spolužáci zapisovali to co, slyšeli.				ano – ne
Kdo si zapamatuje více? – Žáci chodili psát na tabuli slovíčka – školní potřeby. Zařazovali je buď k der, die nebo das. Poté si během 2 minut měli zapamatovat co nejvíce slovíček a následně jich co nejvíce napsat.				ano – ne
Rozhodni se – Podle řad byli žáci rozděleni na DER, DIE a DAS. Paní učitelka říkala česky slovíčka. Žáci se hlásili a odpovídali podle toho, jaké mělo slovíčko člen.				ano – ne
Piškvorky – Soutěžení ve dvou skupinách. Žáci si vybírali sloveso a pokud ho správně vyčasovali, namaloval se jim buď křížek nebo kolečko.				ano – ne
Stanice – Žáci chodili po třídě a plnili různá cvičení na stanicích, které byly na různých místech rozmístěny.				ano – ne
Domino – Práce ve skupinách, skládání domina, hledání slovesa se správnými koncovkami.				ano – ne
Chybějící informace – Žáci měli za úkol zjišťovat od spolužáka chybějící údaje a doplnit si informace do tabulky.				ano – ne
Řetězec – Postupné nabalování informací - žáci opakují, co řekli spolužáci a přidávají další záliby.				ano – ne
Kreativní psaní – Žáci si vymýšlí údaje podle fotky. Poté si údaje vymění se spolužákem a na základě informací sepiší krátký příběh.				ano – ne

Tongue twister – Trénování jazykolamu.				ano – ne
Creating tongue twister – Vymýšlení vlastního jazykolamu ve dvojicích.				ano – ne
Teacher – Žáci dostali kartičky s větami, které obsahovali gramatické chyby. Žáci hledali chyby a zařazovali je do kategorií: 1. špatné předložky, 2. chyby v čase, 3. pravopisné chyby				ano – ne
Who am I? – Žáci šli před tabuli a vylosovali si kartičku s povoláním. Spolužáci pokládali otázky, aby zjistili, o jaké zaměstnání se jedná – např. Do you work inside?				ano – ne
Taboo – Popisování slovíček ve dvojicích. Žáci popisovali zaměstnání spolužákovi a nesměli použít konkrétní název zaměstnání ani kořen slova.				ano – ne
Mixed Job interview – Skládání rozstříhaného pohovoru do správného pořadí a doplňování chybějících slov.				ano – ne
Job interview process – Poslech a doplňování chybějících slov do textu.				ano – ne
Job interview – Práce ve dvojicích – jeden hraje zájemce o zaměstnání, druhý tazatele, zaměstnavatele. Příprava scének a předvádění scének.				ano – ne
Creating Advert – Vytváření inzerátu ve skupinách. Prezentace.				ano – ne